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MANUAL AND DIAGRAMS TO METCALF'S GRAMMARS

GARRISON

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MANUAL AND DIAGRAMS

TO ACCOMPANY

METCALF'S GRAMMARS

BY

C. L. GARRISON

PRINCIPAL PHELPS SCHOOL, WASHINGTON, D.C.

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GARRISON'S MANUAL AND DIAGRAMS.
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PREFACE

It is well recognized by most educators that the diagramming of sentences is of no value to pupils in enabling them to *perceive* the relationships of the component words and phrases, its only value being to *represent* these relationships. But the inclusion of many diagrams in a pupil's text-book is not to be commended for several reasons: they occupy much space that might be devoted more profitably to other matter; they are mechanical and superficial rather than fundamental; they tend to emphasize unduly the importance of analysis.

To the teacher, however, the diagram is useful, since it enables him to determine at a glance, and without reading every word of an exercise or examination paper, whether a pupil comprehends a sentence and realizes the interrelations of its several parts. The diagram is, therefore, merely a valuable schoolroom device and a great saver of the teacher's time.

The widespread adoption of Metcalf's Grammars has brought them into the hands of many teachers who appreciate the true value of the diagram as a teacher's aid and has led to a demand for this teacher's Manual to accompany the Metcalf Series. It contains, besides dia-

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grams for all the difficult sentences given in the series as examples for analysis, many suggestions for the teaching of grammar, which those teaching any text-book will find valuable.

Several systems of diagramming sentences have been devised, — some of them very elaborate and intricate, — though all of them may be considered as expansions of the system developed in Clark's Grammars many years ago. The system given in this manual is so extremely simple that it may be understood and applied at once by any pupil or teacher.

SUGGESTIONS

TO ACCOMPANY

ELEMENTARY ENGLISH

LESSON I

SENTENCES. — Let each child write the story, first asking the questions of himself. Insist upon his answers being *sentences*.

Have a few of the stories written on the blackboard and then read by the class to see if the statements are complete.

STATEMENTS. — You will get more satisfactory results if you tell children what to make statements about, as: —

Write a statement about a lion.
Write a statement telling where you live.
Write a statement about a dog.
Write a statement, or sentence, telling one thing you saw on your way to school this morning.

LESSON II

This lesson being intended to develop the *question*, it would be as well to let the *written* part of the exercise consist entirely of questions. Have children ask questions orally until they understand that questions are sentences which demand answers. Afterwards have the children write and then read some of their questions. Let other children answer the questions with statements, and so lead to a comparison of statement with question.

LESSON III

At the close of the oral exercise, have a written exercise like the following: —

1. Write a sentence about a little friend, mentioning him by his full name and telling his age.
2. Ask a friend if he has ever been in either of two large cities (mention them by name).
3. Write a statement telling in which state you live.
4. Ask your friend if he has ever been in any other country (mention the country by name).

LESSON VI

It is a good plan always to have one composition written on the blackboard, that all may see and criticise the sentence structure and punctuation.

LESSON X

It may be well for the teacher to make for the pupils an outline from which to write, as for instance: —

1. Where the monkey and the cat were sitting.
2. Where the chestnuts had been placed.
3. What the monkey said.
4. What the cat did and what happened to her paw.
5. What the cunning monkey then said.
6. How it ended.
7. How the cat felt when she thought it over afterward.

LESSON XXII

Give an outline like the following, as a guide: —

Situation of nest.
Description of nest.
Contents of nest.
What happened one day.
What the mother bird did.

LESSON XXVII

Outline for written story: —

Condition of lion.
Where he went and what he pretended.
Visits of animals — their fate.
Visit of fox — conversation with lion.

LESSON XXXIV

Outline for written story: —

Where the mouse was playing.
What he saw coming.
What he ran into.
How the cat followed and was caught.
How the mouse escaped.

LESSON XLV

Outline for the poem: —

Grandpapa's hair.
Grandpapa's walk.
Grandpapa's hand.
Grandpapa's eyes.
Grandpapa's years.
The lesson of grandpapa's life.

LESSON LVI

Have this poem learned in the early spring when the dandelions are in bloom, and supply each child with a blossom.

Then ask such questions as the following, demanding *sentences* for answers: —

What part of the dandelion is his "overcoat of green"?
How does he go "tripping o'er the meadow"?
What is meant by the "gypsy fireflies camp around his yellow feather"?
What is a "dell"?

Why do the "children love him well"?
How does he "doff his dandy coat of yellow"?
When does his hair look "white and flowing"?
Have you ever made a dandelion's wig fall off?
How did you do it?
Why do children sometimes blow the dandelion when it has gone to seed? (To see if their mothers want them, or to see the time of day.)
What do we know is coming when we see the dandelions begin to grow?
Do you like summer or winter better? Why?

LESSON LXI

This is a good time to teach children how to make topics for themselves. Let them tell what the first paragraph is about: *The quarrel.*

The second paragraph: *The long swim.*

The third paragraph: *The rescue.*

LESSON LXXVII

1. What is *that* in your hand?
2. *This* is a knife.
3. Have you sharpened *those* pencils on your desk?
4. Yes, I have sharpened *these* and *those* on the teacher's desk.
5. Do you think *this* knife is better than *that* one?
6. Certainly, and *these* pencils are better than *those* on your desk.
7. Why are *those* better than *these* on my desk?
8. *Those* on your desk are not sharpened at all, while *these* are all ready for use.
9. *These* will soon be as well sharpened as *those.*
10. *This* knife and *these* pencils will keep you busy for some time.

LESSON LXXX

Let children make outlines for themselves by taking the chief thought, or thoughts, in a paragraph for a topic or topics.

1. { The morning ride.
   { The appearance of smoke.
2. { The cry of the bird.
   { The situation of the nest.
3. { The attempt of the mother bird to save her family.
   { The death of the birds.

LESSON XCIV

1. The dog chased Willie and *me*.
2. Willie and *I* ran into the house.
3. Between you and *me*, this is a hard lesson.
4. The trouble all came between *her* and *me*.
5. The teacher thought it was *he*, but both *she* and *I* told her that it was not so.
6. Mother told Ned and *me* to go to the post office.

LESSON XCVIII

If this story is too long for children to outline by themselves, give them an outline like the following : —

1. { Who owned the goose.
   { What the goose was famous for.
2. What the man did with the eggs.
3. His anxiety for the next day to come.
4. How he felt and what he did as the pile of eggs grew higher.
5. { What he thought of all the time.
   { What effect it had on him.
6. { What he finally did.
   { What he found.
7. Concluding thought.

LESSON XCIX

1. All of the chickens *are* out of the coop.
2. Not one of the chickens *is* out of the coop.
3. Both of the horses *are* lame.
4. Neither of the horses *is* lame.
5. John and Mary *are* going to the party.

6. John or Mary *is* going to the party.
7. All of the girls *are* at school.
8. Every one of the girls *is* at school.
9. All of the children *are* to receive books.
10. Each of the children *is* to receive a book.

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LESSON CXLVII

Outline for *Barbara Frietchie:* —

Description of Frederick: —

The clustered spires.
The hills.
The orchards.

The story: —

The march of the army toward the town.
The appearance of the town { in the morning. / at noon.
What Barbara Frietchie did.
Who was at the head of the Rebel troops.
How he glanced about and what he saw.
The order he gave.
What happened to the flag.
How Barbara Frietchie replied.
The second order of Stonewall Jackson.
Where the flag stayed all day.

Conclusion: —

What is thought of her deed.

LESSON CXLIX

Outline for written lesson: —

The time.
The sounds above stairs.
What Longfellow saw from his study.
The children's plot.
The raid.
What the raiders did.
Longfellow's question.
What he thought he would do with them.

LESSON CLIX

1. *Who* is coming into the house with father?
2. To *whom* did you give the knife?
3. *Whom* did you see on the platform?
4. With *whom* were you playing?
5. From *whom* did you receive your new shoes?
6. *Who* will come with me to the woods?
7. *Who* came to school with Mary?
8. For *whom* did Charles buy the apple?
9. To *whom* did James lend his pencil?
10. *Who* saw Henry Maple?
11. *Whom* did you hear?
12. *Whom* does the baby love?
13. *Whom* is Susie standing by?

LESSON CLXXXVII

1. It is *I* (or *he*, or *she*, or *we*, or *they*).
2. Is it *I* that you wish to see?
3. I know it was *he*, because I saw *him*.
4. Do you think it was *she?* No, it was *they*.
5. It is *they* who were speaking to *us*.
6. It is only *I*. You need not be afraid of *me*.
7. I know it is *she*. I hear *her* calling.
8. Yes, Charlie, it was *I*. Come to *me*.
9. It was *she* and *I* who sang it.

LESSON CXCIX

1. I *set* the pointer on the table. It is *lying* there now.
2. *Set* the chair on the floor and *sit* down in it. I am *sitting* in it and have *sat* here an hour.
3. Mary *lay* in bed this morning until eight o'clock. If she had *lain* there much longer she would have missed her breakfast.
4. Where does the snow *lie* on the ground all the year?
5. I have *sat* still five minutes; I cannot *sit* still any longer.
6. The dog is *sitting* near the fire.
7. The baby *laid* her head on the dog, and there she *lies* now fast asleep.

LESSON CCI

Exercise 1

1. Where *shall* we go when school is out?
2. *Shall* I bring the book to you?
3. When the work is done, what *shall* I do?
4. *Shall* we ever learn to use shall correctly?

Exercise 2

1. Mrs. Gray, *may* I take your pencil for a moment? Certainly, you *may*.
2. I should like to go home now; *may* I?
3. I *can* solve that problem; *can* you?
4. He *may* go home but you *may* not.
5. I *can* jump across the brook. *May* I do so, Alice?

LESSON CCIII

Exercise 1

1. It was General Grant *who* became famous in the Civil War.
2. My friend *who* spent last winter here is now in New York.
3. This lesson *which* I am trying to learn is very difficult.
4. I cut down the tree *which* was harmed by the storm.
5. The dog caught the rabbit *which* our neighbor owned.
6. The dog *which* belonged to me caught the rabbit *which* was owned by my brother.

Exercise 2

1. My older brother, *whom* I love dearly, has gone to Cuba.
2. I saw the man to *whom* I told the story.
3. Do you know *who* won the prize?
4. It was he *who* won the prize.

LESSON CCIV

Exercise 1

1. James's mother *expects* him to return at 4 P.M. to-morrow.
2. I *presume* he has returned already, as I saw a valise in the hall.
3. You have not watered the plants for a week; I *suspect* that they are all dead.
4. Was Charles late at school this morning? Oh! I *suppose* so, he is almost always late.
5. I *presume* that Alice has finished the painting.
6. I *expect* him to tell me the truth, but I strongly *suspect* that he has not done so.

Exercise 2

1. Have you *plenty* of money?
2. No, money is never *plentiful* with me.
3. Strawberries are cheap when they are *plentiful.*
4. How *plentiful* the apples are this autumn!
5. There is a *plentiful* supply of wheat there, and also *plenty* of corn.

Exercise 3

1. The train will *stop* at the station, and will *stay* there two hours.
2. George has been *staying* at his uncle's nearly all winter.
3. Do not *stop* on your way east, as you will wish to *stay* with me a long time in Boston.
4. If you do not *stop* that noise, I shall not *stay* here with you.

ENGLISH GRAMMAR

A few of the most difficult sentences in almost all of the exercises are here analyzed, so that a pupil studying without a teacher may be able to master the grammar.

III. Page 15

1. *Ireland* is often called Green Erin.
2. *President Jefferson* was succeeded by President Madison.
3. *The Dutch* settled on Manhattan Island.
7. *New York, Chicago, and Philadelphia* are the three most populous cities in the country.
9. The scenery along the Hudson *is very beautiful.*
10. The sailors who came with Columbus *became discontented.*
13. Cyclones *are terrible storms.*
15. Dr. Oliver Wendell Holmes *wrote some beautiful poems.*

IV. Page 16

1. This sheet of paper | is spoiled.
   b *a*

3. The ribbon | is lost from Mary's hair.
   b *a*

6. The white sails of the great ship | hung useless in the still air.
   b *a*

10. A little hard study every day | will accomplish wonders.
    b *a*

V. Page 17

1. (*a*) Beggars | must not be choosers.
subject *predicate*

(*b*) Who must not be choosers?

6. (*a*) Birds of a feather | flock together.
subject *predicate*

(*b*) What flock together?

9. (*a*) A man without a purpose | is like a ship without a rudder.
subject *predicate*

(*b*) Who is like a ship without a rudder?

VI. Exercise 1. (Page 18)

1. The mercury | stands very high to-day.
subject *predicate*

5. The top of the tower | is a hundred feet from the ground.
subject *predicate*

8. Boys with studious habits | are sure to succeed.
subject *predicate*

VII. Page 19

1. Mary | left these books on the stair.
s. *p.*

5. The messenger | comes with a slow and noiseless footstep.
s. *p.*

6. A simple good-natured fellow, by the name of Rip Van Winkle |
s.
lived in that secure village, and in one of those very houses.
p.

10. One of those persons | would write now and then,
s. *p.*
something on a slip of paper.
p.

17. The music of the village bell | came with gentle swell, sweetly
s. *p.*
o'er the vale, to the echo-giving hills.
p.

19. The blue hills | rose far upward in the mellow light.
s. *p.*

VIII. Exercise. (Page 21)

1. (*a*) Is necessity the mother of invention?
2. (*a*) Must each exercise be well written?
3. Does the park contain forty-eight acres?

IX. Exercise. (Page 21)

1. The sea and the sky | are equally beautiful.
s. *p.*

2. The Columbia | was not an unsafe steamer.
s. *p.*

8. The colors of the autumn leaves | were very brilliant.
s. *p.*

9. The elm | is not your favorite tree.
s. *p.*

X. Exercise. (Page 22)

1. Harry, what answer did your father give?
(*a*) Interrogative sentence.

Harry, your father | did give what answer?
comp. *s.* *p.*

3. Will you stand for your rights, my braves?
(*a*) Interrogative sentence.

My braves, *comp.* | you *s.* | will stand for your rights. *p.*

8. Sweet Land of Liberty, of thee I sing.
(*a*) Declarative sentence.

Sweet Land of Liberty, *comp.* | I *s.* | sing of thee. *p.*

XI. Exercise. (Page 24)

1. Go to thy rest, fair child.

Fair child, *comp.* | (thou) *s.* | go to thy rest. *p.*

2. Touch us gently, Time.

Time, *comp.* | (thou) *s.* | touch us gently. *p.*

4. Break, O Sea, on thy cold, gray stones.

O Sea, *comp.* | (thou) *s.* | Break on thy cold, gray stones. *p.*

XII. Exercise. (Page 24)

3. How many miles an hour does light travel?
Interrogative sentence.

Light *s.* | does travel how many miles an hour? *p.*

4. Strike for your altars and your fires!
Exclamatory imperative sentence.

(You) *s.* | Strike for your altars and your fires. *p.*

11. Laugh'st thou, Lochiel, my vision to scorn!
Exclamatory interrogative sentence.

Lochiel, *comp.* | thou *s.* | laugh'st my vision to scorn. *p.*

17. Has the verdict of the jury been rendered?
Interrogative sentence.

The verdict of the jury *s.* | has been rendered. *p.*

XVI. Collective Nouns. Exercise 1. (Page 30)

(*a*) Consult the dictionary for meanings of words.

Exercise 2

1. In the evening *com.* at the observatory *com.*, the whole class *col.* watched the eclipse *com.*

2. The family *col.* holds a reunion *com.*, every Christmas *prop.*, at the town-hall *com.*

4. The whole nation *col.* mourned for the dead president *com.*

XVII. (Page 31)

(*b*) The compellative in the last stanza is "*friend.*"

The village smithy *s.* | stands under a spreading chestnut tree. *p.*

And the muscles of his brawny arms *s.* | are strong as iron bands. *p.*

Our fortunes *s.* | must be wrought Thus at the flaming forge of life. *p.*

XVIII. Exercise 1. (Page 32)

1. James enjoys *his* position.
2. The men have raised *their* rifles and are about to discharge *them.*
3. Your opinions are also *mine.*
6. Messrs. Johnson and Co. are using Mr. Barton's horse, and *he* is using *theirs.*

Exercise 2

1. *Mary* will not allow *the sun's dazzling* light to enter *Willie's* sick room.
2. The *wave* struck the ship violently, and nearly swept *the passengers* off the deck.
3. *Land* and *water* form the entire surface of the earth.

6. "The *Reaper's* Lord has need of these flowerets gay,"
   The Reaper said, and smiled;
   "Dear tokens of the earth are these *flowerets*
   Where the *Lord* was once a child."

XIX. Exercise. (Page 33)

his = Marmion's
me = Marmion
he = Marmion
thy = Douglas
I = Marmion
thee = Douglas
he = the person
who = the person
her = England

thy = Angus
I = Marmion
thee = Douglas
thy = Douglas
thy = Douglas
thy = Douglas
your = Douglas
your = Douglas
your = Douglas
I = Marmion
thee = Douglas
thou = Douglas

XXII. Exercise. (Page 37)

(*a*) 1. *It* (no antecedent) is written, "*My* (the Lord's) house is a house of prayer; but *ye* (the merchants in the temple) have made *it* (the temple) a den of thieves.

2. *I* (the person speaking; no expressed antecedent), *myself* (for emphasis) sometimes despise *myself* (reflexive).
3. Why don't *you* (John) speak for yourself (John—reflexive), John?

XXIX. Exercise 1. (Page 44)

1. I myself | witnessed the inauguration.
   s. (ap.) | p.

2. My son Max | is of age; his brother John | is sixteen.
   s. (ap.) | p. ; s. (ap.) | p.

9. "In His Name," a story by Rev. E. E. Hale, | is very popular.
   s. (ap.) | p.

Exercise 2.

1. Milton, the blind poet, | is ranked below the poet Homer.
   s. (ap.) | p.

   Commas are used to set off the appositive because it consists of several words.

4. You yourself | have sometimes excused her anger.
   s. (ap.) | p.

   Commas are not used because the appositive consists of but one word.

XXX. Exercise 2. (Page 45)

1. A single hay-cart | creaks slowly down the dusty road.
   s. | verb — entire predicate

3. Did you hear the moaning of the wind?

   you | Did hear the moaning of the wind
   s. | verb — entire predicate

XXXI. Exercise. (Page 46)

1. He | sleeps well
   s. | *v. state* *p.*

2. Point toward the north.

   Point | (you) toward the north.
   p. *s.* *p.*
   v. action

8. Fifty workmen | were in the mill.
   s. *v. being* *p.*

26. The time | seemed ripe for action.
   s. *v. being* *p.*

XXXII. Exercise. (Page 48)

1. Should have listened.
2. Can reach.
3. Can see.
4. May be amazed.
5. Has retired.
6. May hear.
7. Can weave.
8. Has been marked.
9. Do prove.
10. Hath seen.
11. Could give.

XXXIII. Exercise. (Page 49)

1. The farmer plows his field.—*transitive*
   verb

2. The train moves rapidly.—*intransitive*
   verb

4. He had done his task well.—*transitive*
   verb phrase

6. The storm grows furious.—*intransitive*
   verb

12. Sweet lullabies the mother was singing to her babe.—*transitive*
   verb phrase

XXIV. Exercise 2. (Page 50)

1. The bank may break; the factory (may) burn
vb. phrase-intran. *vb. phrase-intran.*

3. It (mercy) becomes the throned monarch better than his crown.
vb.-tran. *object*

4. The child becomes a man.
vb.-intran.

5. When I wake I am still with thee.
vb.-intran. *vb.-intran.*

7. Watch thou, and wake when others sleep.
intran. *intran.*

8. I watched the early glories of her eyes
tran. *object*
As men for daybreak watch the eastern skies.
tran. *object*

XXXVII. Exercise. (Page 54)

1. The calling of the locomotive engineer is hazardous.
simple pred. *adj. attribute*

2. Alexander Hamilton was a statesman.
simple pred. *noun attribute*

3. Each house shall be the judge of the election of its own members.
simple pred. *noun attribute*

4. This author's knowledge of his theme is extensive.
simple pred. *adj. attribute*

XXXVIII. Exercise. (Page 56)

1. Predicate verb is *will be* and is incomplete.
2. " " " *was* " " complete.
3. " " " *is* " " incomplete.
4. " " " *is* " " complete.
5. " " " *will be* " " incomplete.
6. " " " *were* " " complete.
7. " " " *has been* " " incomplete.
8. " " " *rode* " " complete.
9. " " " *seems* " " incomplete.
10. " " " *are* " " complete.

XLI. Exercise. (Page 58)

1. *Now* comes the sport. Adverb of time modifying verb *comes.*
3. This boy is doing *well,* but that one *badly.* Adverbs of manner modifying verb *is doing.*
6. *Herein* lies the difficulty. Adverb of place modifying verb *lies.*
12. *Promptly* but *sadly* the messenger started *thither.*
Promptly and *sadly* are adverbs of manner. *Thither* is an adverb of place. All modify the verb *started.*
20. Does the prisoner *still* expect pardon? Adverb of time modifying verb *expect.*

XLII. Exercise. (Page 59)

1. All exercises should be written with *very* great care. Adverb modifying the adjective *great.*
3. You were *somewhat* late this morning. Adverb modifying the adjective *late.*
14. Others have been found *equally* fickle. Adverb modifying the adjective *fickle.*

XLIII. Exercise. (Page 60)

1. The brakeman was *very* severely injured. Adverb modifying adverb *severely.*
9. He is *nearly* always discouraged. Adverb modifying adverb *always.*

XLIV. Exercise 1. (Page 60)

1. We shall *now* see who are ready.
2. *Then* there went up a mighty shout.
3. The patient will improve *now*.
4. We should *always* tell the truth.
6. The fields will *soon* be plowed.
7. Your letters should be mailed *immediately*.
8. That thing should *never* happen.
10. *Formerly* he wrote often; now I *seldom* hear from him.

Exercise 2. (Page 61)

1. Why do Americans go *there* for fine scenery?
6. The storm is drawing *near*.
7. My duty and my interest both urged me *onward*.
9. Without were fightings; *within* were fears.
10. Why seek for that which is *beyond*?
12. The pendulum swings *to* and *fro*.

Exercise 3

1. The mother speaks *gently*.
3. Her fingers moved *rapidly*.
6. The children will watch *eagerly*.
8. How *carefully* they lift the wounded man!

XLV. Exercise. (Page 62)

1. The night was *very* dark.
3. His strength is *almost* exhausted.
5. The day was *excessively* hot.
6. The buds are only *partially* open.
8. You drove *too* rapidly.
10. *Most* kindly his reproof was given.
16. The ground is *barely* covered with snow.

(*b*) XLVI. Exercise. (Page 63)

1. As an adjective modifying *walls*.
2. As an adverb modifying *swept*.
3. As adverbs modifying *lived*.

6. As an adjective modifying *fire*.
11. *From all creatures* is used as adverb modifying *hides*. *Of fate* is used as adjective modifying *book*.

XLVII. Exercise 1. (Page 64)

1. A *courageous* act. — Adj.
2. Acted *honorably*. — Adv.
3. *Natural* scenes. — Adj.
4. *Home* joys. — Adj.
5. A *fur*-lined coat. — Adv.
6. *Fashionable* resorts. — Adj.
7. *Uncontrollable* emotion. — Adj.
8. *American* history. — Adj.
9. The *sun's* heat. — Adj.
10. *Inexcusable*. — Adj.
11. Working *earnestly*. — Adv.
12. *Atmospheric* disturbances. — Adj.
13. Told *simply*. — Adv.
14. Send *instantly*. — Adv.
15. Mine *rightfully*. — Adv.
16. Two worked *advantageously*. — Adv.
17. *Excitedly*. — Adv.
18. Returned *triumphantly*. — Adv.
19. It was done *hastily*. — Adv.
20. A *spotless* reputation. — Adj.

Exercise 2. (Page 65)

1. Fond of life *in the open air*.
2. The welfare *of the people*.
3. Moments *of sorrow*.
4. A place *of rest*.
5. Joys *of home*.
6. A spirit *of devoutness*.
7. Study *of botany*.
8. Needs *of the human*.
9. A gift *of royalty*.
10. A soul *without guilt*.
11. Designs *of flowers*.
12. Color *of the locality*.
13. Ceased *at once* or *on the instant*.
14. Spoke *with great anger*.
15. Flew *for a great distance*.
16. Hopeful *at all times*.
17. Cheered *with enthusiasm*.
18. A journey taken *at small cost*.
19. Pure *in morals*.
20. Withdrew *without noise*.
21. Were brought in contact *with each other*.
22. Was done *with ease*.
23. *Of exceeding importance*.
24. Inclined *to music*.

LIV. Exercise. (Page 73)

1. A strange feeling had been growing upon him while he read.
clause

Sentence is complex. Clause is adverbial, modifying *had been growing.*

2. A young man who lived in a cabin on Blue Hill sent out a careful report of the year's storms.
clause

Sentence is complex. Clause is adjective, modifying *man.*

3. Enjoyment may afford strength to mind and body.

Sentence is simple.

4. That the gate had been left open was quite forgotten.
clause

Sentence is complex. Clause is noun, subject of sentence.

5. Arts followed where Rome's eagle led.
clause

Subject complex. Clause is adverbial, modifying *followed.*

6. Four wet and muddy boys walked in at the gate.

Sentence is simple.

7. The home of Florence Nightingale is walled about by the prayers that rise for it from a thousand grateful hearts.
clause

Sentence is complex. Clause is adjective, modifying *prayers.*

8. Before the physician arrived, the man who had lain unconscious
clause *clause*
was restored.

Sentence is complex. First clause is adverbial, modifying *was restored.* Second clause is adjective, modifying *man.*

9. You will find your books where you left them.
clause

Sentence is complex. Clause is adverbial, modifying *will find.*

10. "You have done me a real service," he said.
clause

Sentence is complex. Clause is noun, used as object of *said*.

11. Life is what we make it.
clause

Sentence is complex. Clause is noun, complement of *life*.

12. While he slept the enemy came.
clause

Sentence is complex. Clause is adverbial, modifying verb *came*.

LIV. Exercise. (Pages 73–74)

1. I rank him with men who speak for justice.
adj. clause, mod. men

2. Now select the men whom you will have in your company.
adj. clause, mod. men

3. That he has failed is now admitted.
noun clause sub. of sentence

4. The thirsty animal makes a rush when he scents the water springs.
adverbial clause, mod. verb makes

5. They must still love the land in which they have left the bones of their sires.
adj. clause mod. land.

6. Strike till the last armed foe expires.
adv. clause, mod. strike

7. He who is gone, left me in thy care.
adj. clause, mod. he

8. Friends whose memory we cherish so dearly, once trod
adj. clause, mod. friends
these paths.

9. You helped me when I was in need.
adv. clause, mod. helped

10. Let us use our strength before we lose it.
adv. cl., mod. verb use

11. Why he delays, perplexes me.
noun cl., sub. of sentence

12. Wolves are seldom seen where the population is dense.
adv. cl., mod. verb are seen

13. That you have wronged me, doth appear in this.
noun cl., sub. of sentence

14. Conscience is a great ledger-book in which all our
adj. clause
offences are written and registered.
modifying ledger-book

15. He cometh unto you with a tale which holdeth children
adjective clause
from play and old men from the chimney corner.
modifying noun tale

16. They, while their companions slept,
adverbial cl., mod. verb were toiling
Were toiling upward in the night.

The rose is fairest when 'tis budding new,
adv. clause, mod. verb phrase is fairest
And hope is brightest when it dawns from fears.
adv. clause, mod. adj. brightest

And when he played, the atmosphere
adv., mod. verb was filled
Was filled with magic, and the ear
Caught echoes of that Harp of Gold

Whose music had so weird a sound.
adjective clause, modifying noun harp

He is the man who was so poor — or — who seemed so poor.
clause *connective* *clause*

LV. Exercise. (Page 75)

1. They who live virtuously help those who come after.
clause, modifying they *clause, modifying those*
who = conjunctive pronoun. who = conjunctive pro.
they = antecedent. they = antecedent.

2. Ventilation is a matter which few understand.
clause, modifying matter
which = conjunctive pronoun. matter = antecedent.

3. The peasant enjoyed his simple home with her who won his heart.
clause, mod. her
who = conjunctive pronoun. her = antecedent.

4. Here was a girl who never saw a flower.
clause, mod. girl
who = conj. pro. girl = antecedent.

5. He knew the arts in which the wise excel.
clause, mod. arts
which = conj. pro. arts = antecedent.

6. Those whom I reverence, I fear.
clause, mod. those
whom = conj. pro. those = antecedent.

7. We have lost a neighbor whose heart knew others' woe.
clause, mod. neighbor
whose = conj. pro. neighbor = antecedent.

8. Hold him in esteem whose hand has helped the poor.
clause, mod. him
whose = conj. pro. him = antecedent.

9. Often I think of the beautiful town,
That is seated by the sea.
clause, mod. town

that = conj. pro. town = antecedent.

LIV. Exercise. (Page 80)

1. Tom said that he should try to run back into Plymouth, where he lived.
2. Proudly exhibiting his double-eagle, Tom said that here was what he got for his labor.
3. The father said grimly that it was very well no doubt.
4. Priscilla said to John Alden that by those words she could see how little he prized her.
5. The Puritan maiden said that she had been thinking all day of the hedge-rows of England.
6. The poet cried that now that was after his own heart.
7. The maiden said with gentle look that Hiawatha was welcome.
8. Hypatia said that she had done no wrong and feared no punishment.
9. He said that he was a plain man and knew nothing about argument.
10. Mr. Macaulay said that he was so sensible of the kindness with which the House had listened to him that he would detain them no longer.

LIX. Exercise 2. (Page 81)

1. Mr. Brougham said to his constituents: "I trust myself once more in your faithful arms; I fling myself again on your protection; I call aloud to you to bear your own cause in your hearts."
2. Addison wrote in the *Spectator:* "When I look upon the tombs of the great, every emotion of envy dies in me; when I read the epitaphs of the beautiful, every inordinate desire goes out; when I meet with the grief of parents upon a tombstone, my heart melts with compassion."
3. The herald advanced and proclaimed, "These are prisoners taken in arms against the Roman senate and people."
4. Mr. Chapin said, "We who dwell upon the land think too little of the privations of those who do business on the sea."

5. He was once heard to say, "The child's grief throbs against the round of its little heart as heavily as the man's sorrow."
6. Jones said, "As I was traveling one evening, and sat, dismal and homesick, in the cold car, I heard two men upon the seat before me talking of lectures."

ANALYSIS

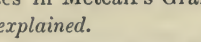
B. As the authors suggest in their note to teachers on page 84 of their English Grammar, "It is well to have some form of analysis that may be used by all the pupils in a class."

The following is a method of analysis by diagrams, the essential features of which are explained by means of very simple sentences and notes.

The difficult sentences in Metcalf's Grammar *are then diagrammed according to the method explained.*

1. *Unmodified subject and predicate* (page 45 of Grammar).

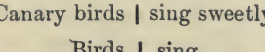
Canary birds | sing sweetly.



The unmodified subject and unmodified predicate verb are placed on a horizontal line and separated by a short vertical line.

2. *The object of the verb* (page 52).

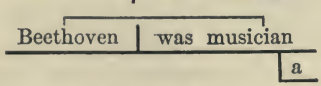
The woman | spins the yarn.



The object complement of the verb *spins* is placed on a line continuous with the predicate, because it really completes the predicate, but it is placed a little below it because the object also modifies the verb.

3. *Predicate nouns* (page 54).

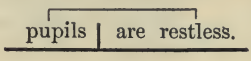
Beethoven | was a musician.



The predicate noun *musician* is placed on the same line as the copulative verb *was*, because combined with the copulative verb it forms the simple predicate. It is connected with *Beethoven* to show that it modifies *Beethoven*.

4. *Predicate adjectives* (page 54).

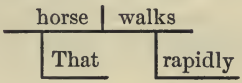
The pupils | are restless.



Predicate adjectives are treated in the same way that predicate nouns are treated, and for the same reason.

5. *Word modifiers of subject and predicate.*

That horse | walks rapidly.

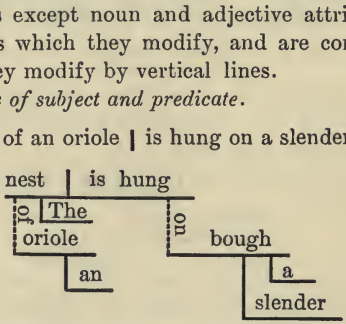


The adjective *that* which modifies *horse* is placed below *horse* on a horizontal line, and is connected with it by a vertical line. The adverb *rapidly* is placed in the same way below the verb *walks.*

All word modifiers except noun and adjective attributes are placed below the words which they modify, and are connected with the words which they modify by vertical lines.

6. *Phrase modifiers of subject and predicate.*

The nest of an oriole | is hung on a slender bough.



The phrase *of an oriole* is an adjective phrase (p. 64), and modifies the noun *nest.* The preposition *of* connects the phrase of which it forms a part with the word which the phrase modifies (p. 66).

We place *of* on a *dotted* vertical line.

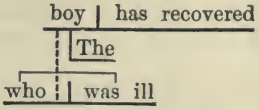
In this system of diagramming dotted lines are used to show connections. Wherever the connective has no other use in the sentence, it is placed on the dotted line; when it serves also as another part of speech, the dotted line is connected with it.

The adverbial phrase (p. 64) *on a slender bough* is connected with the predicate verb *is hung* in the same way that *of an oriole* is connected with *nest.*

7. *Clause modifiers of subject and predicate.*

(*a*) Adjective clause.

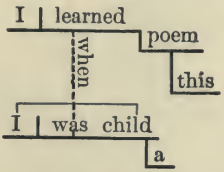
The boy who was ill | has recovered.



The adjective clause *who was ill* is diagrammed as a sentence because it consists of subject (*who*) and predicate (*was ill*) (p. 71). The dotted line shows that the word *who*, which is the subject of the clause, is used also as a connective (p. 75).

(*b*) Adverbial clause.

I | learned this poem when I was a child.

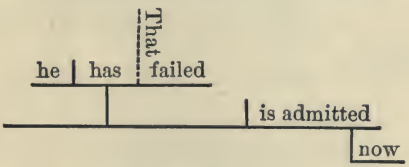


The clause *when I was a child* is adverbial because it modifies the verb *learned*.

When, the connective, is placed on the dotted line between the two verbs, both of which it modifies.

(*c*) Noun clause.

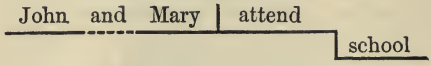
That he has failed | is now admitted.



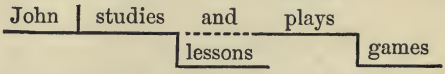
The clause *that he has failed* is the subject of the sentence. It is placed above the subject line of the sentence that it may be itself diagrammed, but it is connected by a vertical line with the subject line. *That* is used to introduce the noun clause. (See note, page 213.)

8. *Compound subjects and compound predicates.*

John and Mary | attend school.



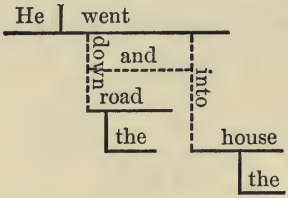
John | studies lessons and plays games.



John and *Mary*, forming the compound subject, are connected by a dotted line, as are the compound predicate verbs *studies* and *plays*.

9. *Compound phrases.*

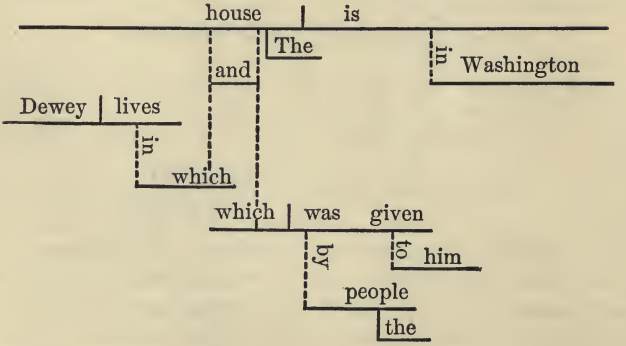
He | went down the road and into the house.



Both the phrases *down the road* and *into the house* modify *went* and they are connected by *and*.

10. *Compound clauses.*

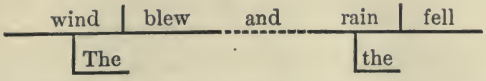
The house in which Dewey lives and which was given him by the people, is in Washington.



Both clauses modify *house* and are connected by *and*.

11. *Compound sentences.*

The wind blew and the rain fell.

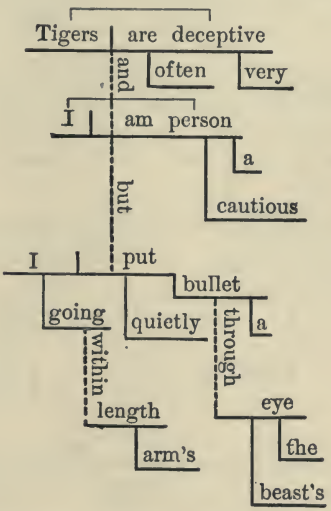


The two clauses being of equal rank may be placed on the same level and connected by a dotted line on which is placed the coördinate connective, or

Sometimes the clauses of a compound sentence are so many, or the modifiers are so long, that it is more convenient to arrange them one below the other, in which case the use of the coördinate conjunction shows that the sentence is compound.

Example.

Tigers are often very deceptive and I am a cautious person, but going within arm's length I quietly put a bullet through the beast's eye.

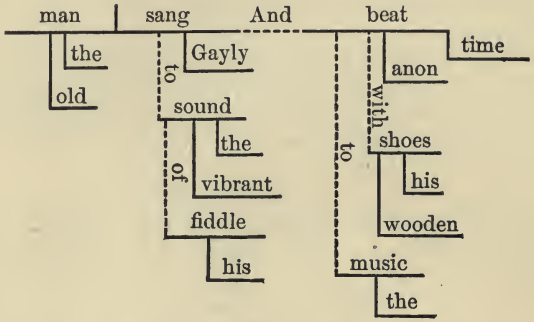


When a compound sentence consists of several clauses whose parts are not connected by expressed conjunctions, the clauses may be analyzed as if they were a series of independent sentences.

Other difficulties of diagramming are explained as they are reached in the sentences given for analysis.

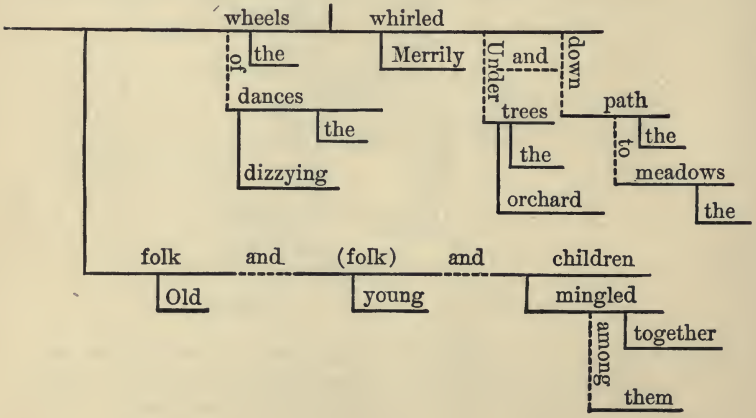
LXI. Exercise. (Page 84)

Gayly the old man sang to the vibrant sound of his fiddle,
And anon with his wooden shoes beat time to the music.



Merrily, merrily whirled the wheels of the dizzying dances
Under the orchard trees and down the path to the meadows;
Old folk and young together, and children mingled among them.

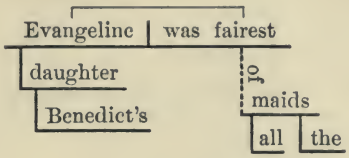
This sentence consists of two independent clauses.



Old folk and young together, and children mingled among them, is explanatory of wheels; hence is a modifier of wheels.

A word which is understood (*folk* after *young*) is placed in parenthesis.

Fairest of all the maids was Evangeline, Benedict's daughter!

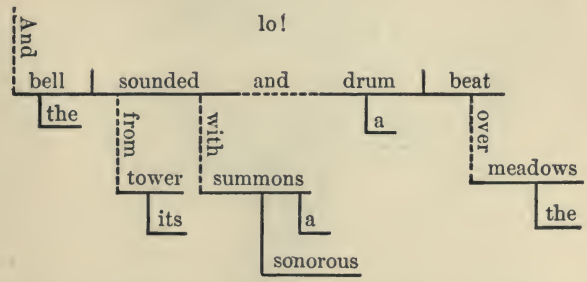


Benedict's daughter is used as an appositive of the noun *Evangeline;* hence modifies it (page 43).

Noblest of all the youths was Gabriel, son of the blacksmith.

This sentence resembles the one immediately preceding it.

And lo! with a summons sonorous
Sounded the bell from its tower, and over the meadows a drum beat.

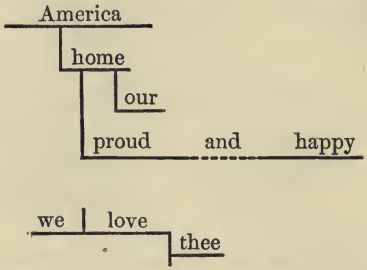


Lo! being an interjection does not belong to either subject or predicate; hence we place it above the sentence to show that it is not a modifier.

And is not used as a connective within this sentence, but to introduce the interjection and to connect the idea conveyed in this sentence with that in the preceding sentence.

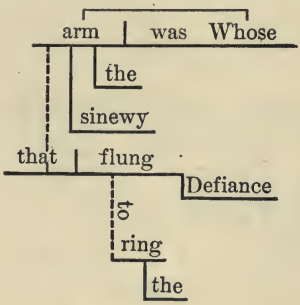
LXII. Exercise. (Page 86)

6. America, our proud and happy home, we love thee.



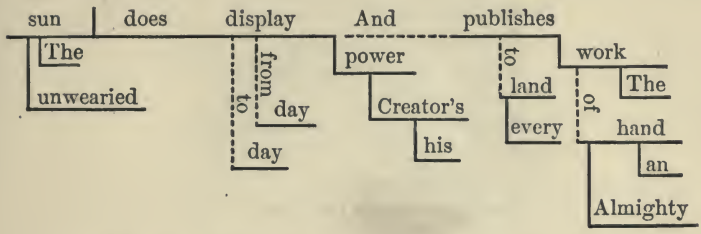
The compellative, *America*, forming no part of either subject or predicate (p. 22), is independent of the rest of the sentence; we therefore place it above the sentence. *America* is described by *our proud and happy home.*

8. Whose was the sinewy arm that flung defiance to the ring?



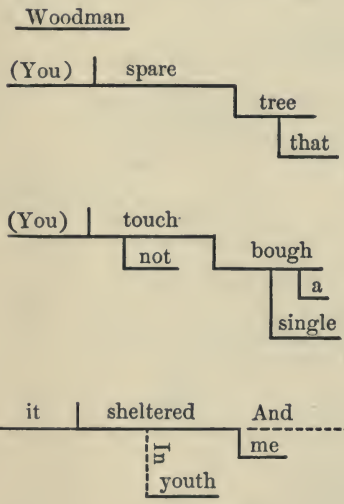
LXIV. Exercise. (Page 87)

1. The *unwearied* sun from day to day
Does his Creator's power display,
And publishes to *every* land
The work of an *Almighty* hand.



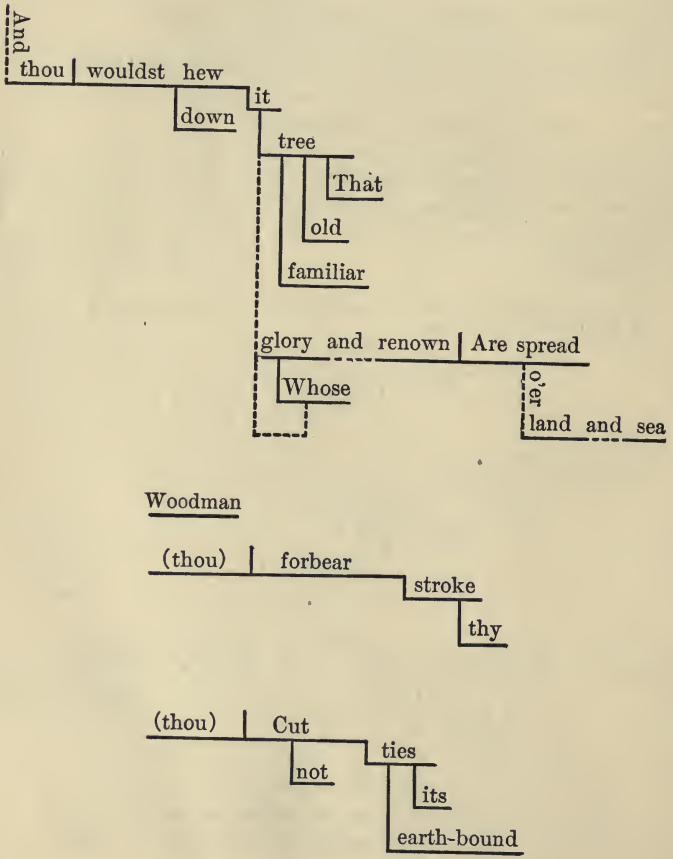
Unwearied is an adjective modifying the noun *sun.*
Every is an adjective modifying the noun *land.*
Almighty is here an adjective modifying the noun *hand.*

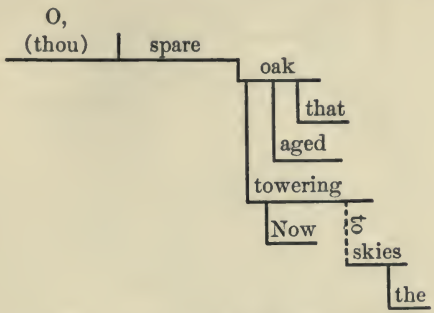
2. Woodman, spare that tree!
Touch *not* a single bough!
In youth *it* sheltered me,
And I'll protect it *now.*



Not is an adverb modifying the verb *touch.*
It is a personal pronoun, subject of the verb *sheltered.*
Now is an adverb of time modifying the verb *will protect.*

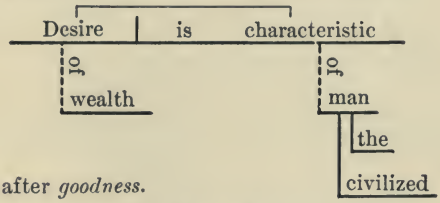
3. That old familiar tree
Whose glory and renown
Are spread o'er land and sea,
And *wouldst thou hew* it *down?*
Woodman, forbear thy stroke!
Cut not its earth-bound ties;
O spare that aged oak
Now towering to the skies.





Whose is a conjunctive pronoun joining the clause, *whose glory and renown are spread o'er land and sea*, to its antecedent *tree*. *Wouldst hew* is a verb phrase — *wouldst* is an ancient form of *would*. *Down* is here an adverb modifying *wouldst hew*. When *down* is followed by an object it is a preposition — as, *He fell down the stairs*.

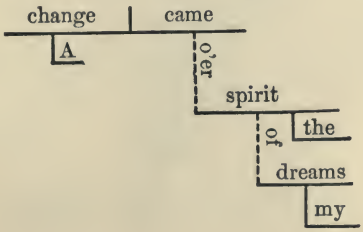
5. Desire of wealth is characteristic of the civilized man.

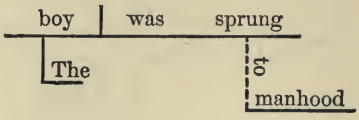


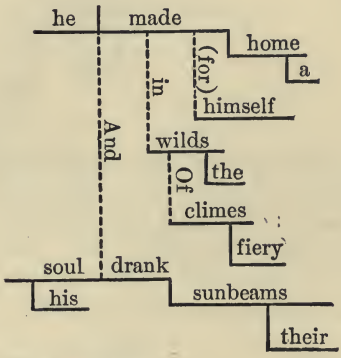
6. Supply *is* after *goodness*.

Never is an adverb modifying the adjective *fearful*.

8. A change came o'er the spirit of my dreams.
The boy was sprung to manhood; in the wilds
Of fiery climes he made himself a home,
And his soul drank their sunbeams.





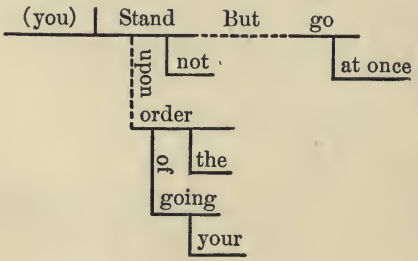


9. See page 54 for the verb *seem.*

10. *How* is an adverb modifying the adjective *poor.*

That is a conjunctive pronoun connecting the clause *that have no patience* with *they*, and forming also the subject of the clause.

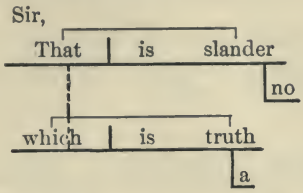
15. Stand not upon the order of your going,
But go at once.



Order is a noun object of the preposition *upon.*

At once stands for *immediately, now;* hence is an adverb modifying *go.*

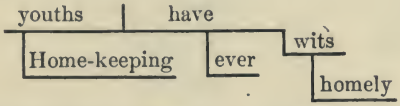
19. That is no slander, sir, which is a truth.



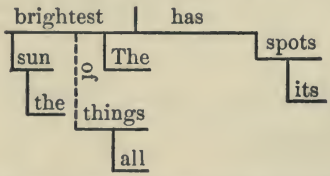
21. *Uneasy* lies the head that wears a crown.

If *lies* is equivalent to *is* (Uneasy is the head, etc.), then *uneasy* is a predicate adjective; but if *lies* is equivalent to *rests* (Uneasy rests the head, etc.), then *uneasy* is an adverb modifying the verb *lies*, and stands by poet's license for *uneasily*.

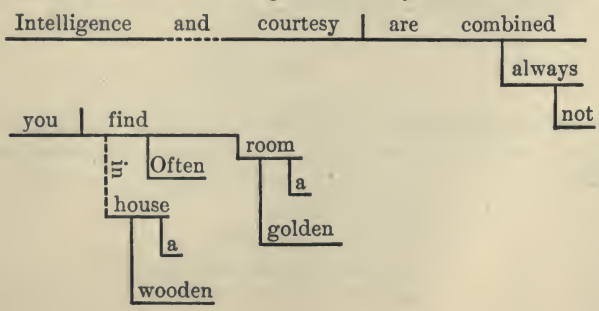
34. Home-keeping youths have ever homely wits.



36. The brightest of all things, the sun, has its spots.

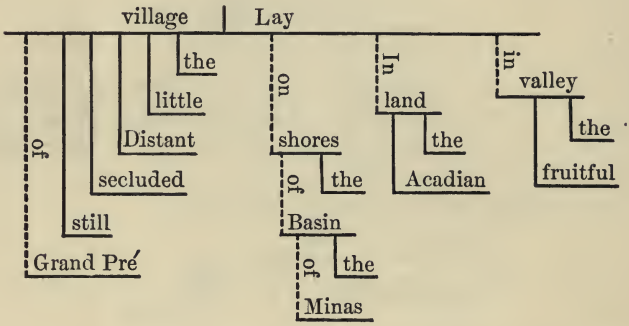


37. Intelligence and courtesy *not* always are combined;
Often in a wooden house a golden room you find.

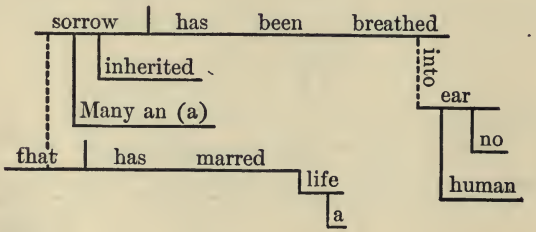


Not is an adverb modifying the adverb *always*.

38. In the Acadian land, on the shores of the Basin of Minas,
Distant, secluded, still, the little village of Grand Pré
Lay in the fruitful valley.

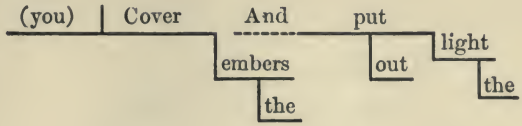


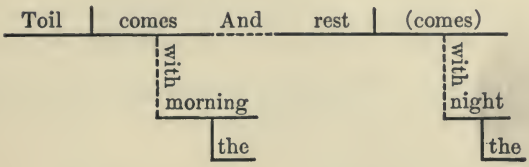
39. *Many an* inherited sorrow that has marred a life has been breathed
into no human ear.



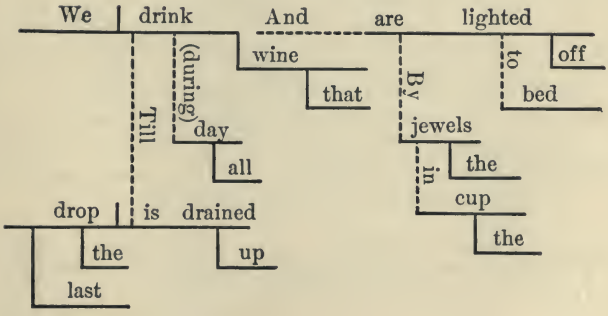
Many a is used as an adjective modifier, and indicates that the objects represented by the noun which it modifies are considered one at a time.

41. Cover the embers,
And put out the light,
Toil comes with the morning,
And rest with the night.





47. We drink *that* wine *all* day,
Till the last drop is drained up;
And are lighted off to bed
By the jewels in the cup.

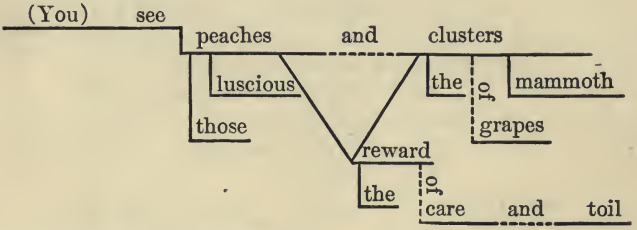


That is an adjective modifying *wine*.
All is an adjective modifying *day* (p. 256).
Till is a conjunction connecting the clause which follows it with the verb *drink*.
The preposition *during* is understood before *day*.

PART II

LXVI. Exercise. (Page 92)

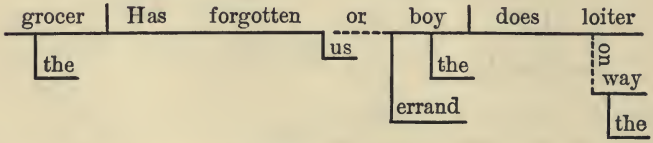
3. See those luscious peaches and the mammoth clusters of grapes, the reward of care and toil.



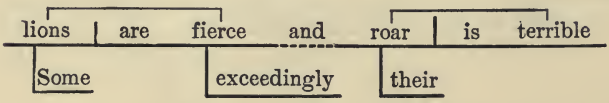
The reward, being both the peaches and the clusters of grapes, must be placed as an appositive modifier of both.

4. Has the grocer forgotten us, or does his errand boy loiter on the way?

This sentence is equivalent to (p. 21): The grocer has forgotten us, or the errand boy does loiter on the way.

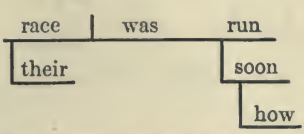


5. Some lions are exceedingly fierce, and their roar is terrible.

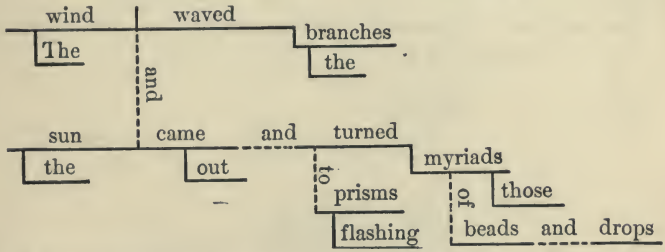


Exceedingly is an adverb modifying the adjective *fierce*.

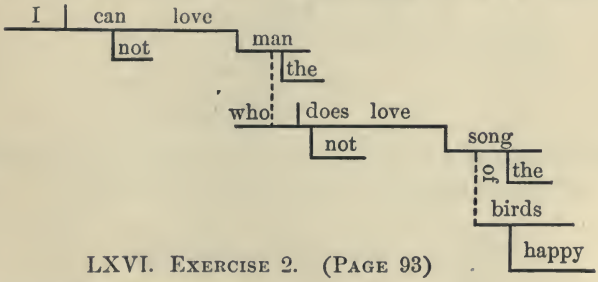
7. Alas! how soon their race was run!



9. The wind waved the branches, and the sun came out and turned those myriads of beads and drops to flashing prisms.

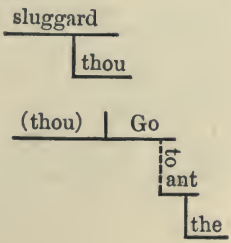


10. I cannot love the man who does not love the song of happy birds.

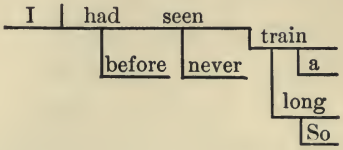


LXVI. Exercise 2. (Page 93)

1. Go to the ant, thou sluggard.

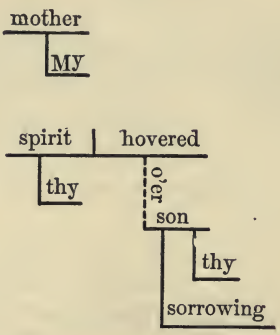


5. So long a train I had never before seen.

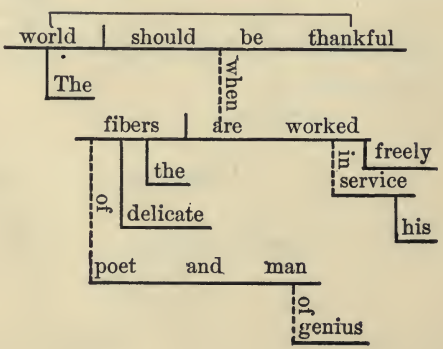


7. My mother, hovered thy spirit o'er thy sorrowing son?

The sentence is equivalent to: My mother, thy spirit hovered o'er thy sorrowing son.



9. The world should be thankful when the delicate fibers of the poet and man of genius are freely worked in its service.



LXVII. Exercise 2. (Page 109)

1. It was I, not he. / she.
2. He / She and I met her / him in Paris.
3. Was it Jane and she / he who met him? / her? / them?
4. It was he / she who named you and her. / him.
5. To Ralph and him / her belongs the credit.
6. Was it I or he / she that lost it?
7. I know it was made for Mary and her. / him. / me.
8. Both he / she and I were wrong.
9. I see that for her / him and me there is no excuse.
10. I ask no favor of *her* or *him*.
11. Did *you* and *he* meet them there?
12. They spoke rudely to *her* and *me*.
13. It was not *I*. Was it *she?*
14. Against *him* and *me* they bring no complaint.
15. Will it be *you* or *I* that will win?
16. It may be either *he* or *she*.

LXXVIII. Exercise. (Page 111)

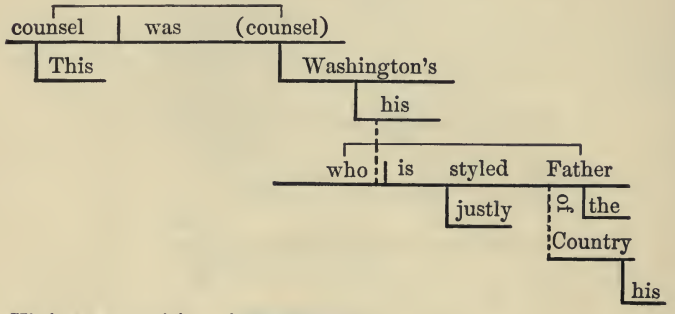
1. The writings of Dr. Holmes.
2. The efforts of Page and Hawley.
8. The experience of the Sixth Regiment.
10. It is not beauty I demand,
    A crystal brow, the despair *of the moon*,
    Nor the daughter *of the snow*,
    Nor the yellow pride of hair *of the mermaid*.

LXXX. Exercise. (Page 114)

1. Professor Morse, the *inventor* of the electric telegraph, was born in Charlestown, Mass.

Inventor, the appositive of *Professor Morse*, is in the nominative case, to agree with the noun which it represents.

2. This counsel was Washington's — his who is justly styled the Father of his Country.

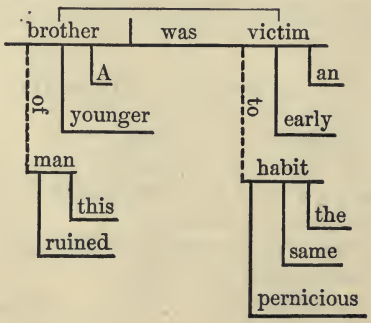


His is an appositive of *Washington's*.

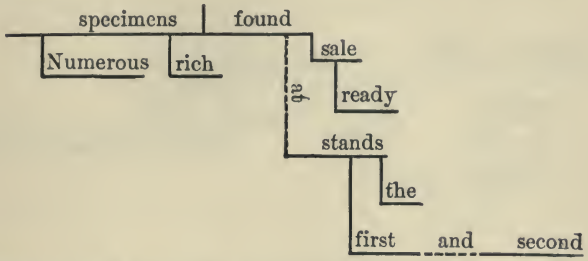
4. Winn the baker's. (See exception, p. 113.)
5. *Elizabeth's child* is the appositive of *daughter*.
6. *Child* is the appositive of *daughter*.
7. *Elizabeth's* is the appositive of *daughter*.

LXXXIII. Exercise. (Page 117)

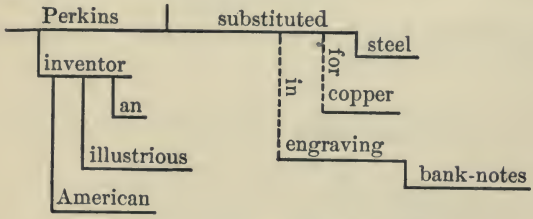
4. A younger brother of this ruined man was an early victim to the same pernicious habit.



5. Numerous rich specimens found ready sale at the first and second stands.

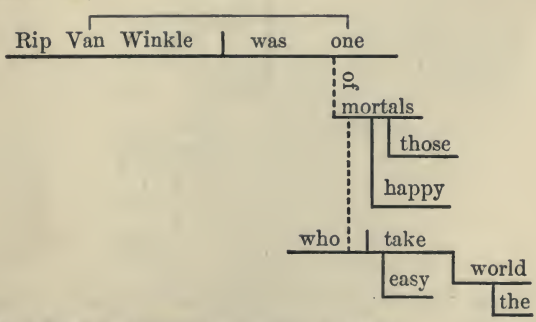


10. Perkins, an illustrious American inventor, substituted steel for copper in engraving bank-notes.



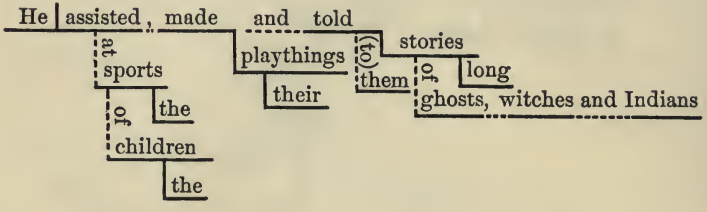
LXXXIV. Exercise. (Page 119)

1. Rip Van Winkle was one of those happy mortals who take the world easy.



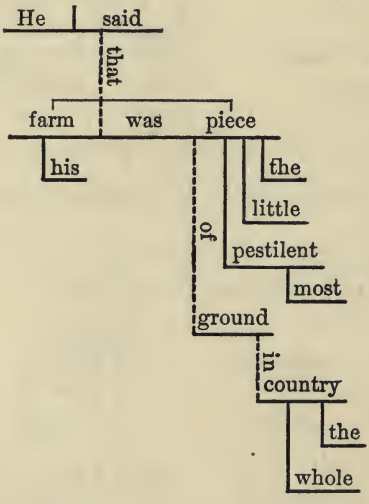
Easy is here an adverb equivalent to *easily*.

3. He assisted at the sports of the children, made their playthings, and told (to) them long stories of ghosts, witches, and Indians.



Them and *stories* both appear to be the objects of the verb *told*, but if the sentence is rearranged — *he told stories to them* — it will be seen that *them* is the object of the preposition *to* (p. 243).

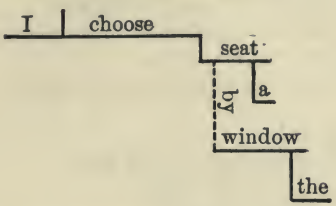
4. He said that his farm was the most pestilent little piece of ground in the whole country.



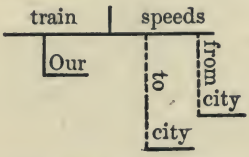
That is a subordinate conjunction, having no other use in the sentence than to connect.

XC. Exercise 2. (Page 127)

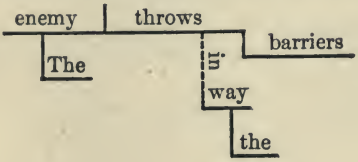
2. I choose a seat by the window.



11. Our train speeds from city to city.



15. The enemy throws barriers in the way.



XCI. Exercise. (Page 128)

(*a*) The verb in each of sentences 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 expresses indefinite time.

(*b*) 2. The waves *are dashing* against the rocks.
3. The sun *is setting* behind the hills.
4. My father *is using* a gold pen.
5. Old Dobbin *is feeding* on the hillside.
6. The schoolboys *are gathering* on the ice.
8. Wolves *are howling* and *making* night hideous.
9. Rain *is falling* on the grave of our loved one.
10. Towser *is lying* in the sun and *sleeping*.

11. Dogs *are worrying* the sheep.
12. My uncle *is straining* his ear to catch the notes of my harp.
13. Hearts *are* now *responding* to kindred hearts.
14. A high purpose *is keeping* us happy.
15. Chemists *are turning* scrap iron into ink.
16. I *am lingering* on the shore.
17. The lights *are twinkling* from the rocks.

(*c*) 1. We *pared* apples.
2. The waves *dashed* against the rocks.
3. The sun *set* behind the rocks.
4. My father *used* a gold pen.
5. Old Dobbin *fed* on the hillside.
6. The schoolboys *gathered* on the ice.
7. The President *received* the foreign ministers.
8. Wolves *howled* and made night hideous.
9. Rain *fell* on the grave of our loved one.
10. Towser *lay* in the sun and slept.
11. Dogs *worried* the sheep.
12. My uncle *strained* his ear to catch the notes of my harp.
13. Hearts *responded* to kindred hearts.
14. A high purpose *kept* us happy.
15. Chemists *turned* scrap iron into ink.
16. I *lingered* on the shore.
17. The lights *twinkled* from the rocks.

XCII. Exercise. (Page 130)

(*a*) 1. My son *shall* take my answer to you to-morrow.
2. Yes, my son, your request *shall* be granted.
3. I myself *will* see that your note is mailed.
4. We *will* grant you an audience soon.
5. The umbrella *shall* be returned this evening.
6. You *shall* have as many coppers as you please.
7. I *will* give you minute directions.

(*b*) 1. We *shall* have rain very soon.
2. By what express *shall* I send the books?
3. I think we *shall* have letters from Paris to-day.
4. We *shall* have to go early for tickets.

5. Mr. S. *will* live but a few weeks.
6. I *shall* hear of his death before I return.
7. We *shall* regret losing our good neighbor.
8. You *will* hear from the family daily.
9. When *shall* we meet again?

XCIII. Exercise. (Page 132)

1. My little family were gathered round a charming fire, telling stories of the past and laying schemes for the future.

The participles are:

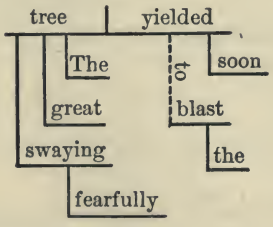
a. gathered — perfect participle. Combined with *were*, it makes the passive form of the verb.

b. charming — imperfect participle, forming verbal adjective modifying *fire*.

c. telling — imperfect participle. As an adjective it modifies *family;* as a verb it has *stories* for its object.

d. laying — imperfect participle. As an adjective it modifies *family;* as a verb it has *schemes* for its object.

2. The great tree, swaying fearfully, soon yielded to the blast.

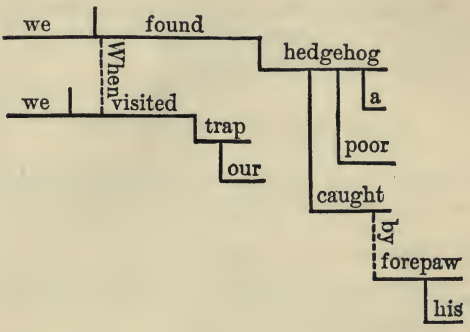


Swaying is an imperfect participle. As an adjective it modifies *tree;* as a verb it is modified by the adverb *fearfully.*

3. The camels, loaded with rich goods, picked their way slowly over the desert.

Loaded is an imperfect participle. As an adjective it modifies *camels;* as an adverb it is modified by the adverbial phrase *with rich goods.*

6. When we visited our trap, we found a poor hedgehog caught by his forepaw.



The perfect participle *caught* modifies *hedgehog* as an adjective. As a verb it is modified by the adverbial phrase, *by his forepaw.*

7. A penny given willingly is of greater value than a pound given grudgingly.

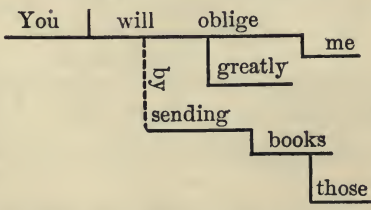
Given in both cases is a perfect participle. Each modifies a noun as an adjective (*penny* and *pound*), and each is modified by an adverb (*willingly* and *grudgingly*).

8. The penny was given willingly, but the pound grudgingly.

In this sentence *given* is a perfect participle, but as it is combined with *was* it makes the passive form of the verb.

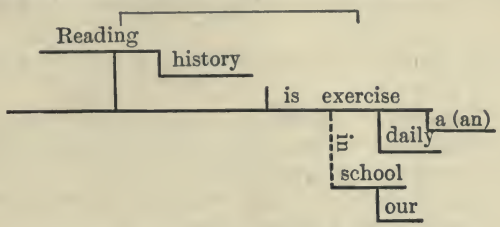
XCIV. Exercise. (Page 134)

1. You will greatly oblige me by sending those books.



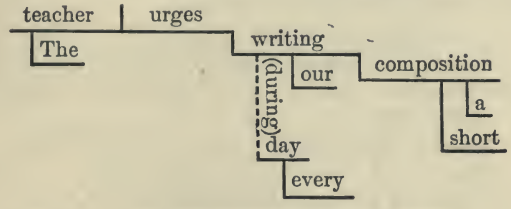
Sending is a verbal noun, object of the preposition *by.* As a verb it has *books* for its object.

2. Reading history is a daily exercise in our school.



As a verbal noun *reading* is the subject of the sentence.
As a verb it has *history* for its object.

3. The teacher urges our writing a short composition every day.



As a verbal noun *writing* is the object of *urges*.
As a verb *writing* has *composition* for its object.

10. Seeing is believing.
Seeing is a verbal noun, subject of the sentence.
Believing is a verbal noun, attribute of *seeing*.

XCV. Exercise. (Page 136)

(*a*) 1. I wished *to enter* college and hoped *to receive* aid from my uncle.
To enter is a verbal noun. As a noun it is the object of verb *wished*. As a verb it takes the object, *college*.
To receive is a verbal noun; object of *hoped;* has object *aid*.

2. *To retreat* was difficult, *to advance* impossible.
To retreat is a verbal noun, the subject of *was difficult*.
To advance is a verbal noun, subject of *was impossible*.

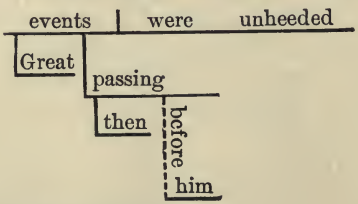
3. The pupil wished *to study* geometry and algebra.
To study is a verbal noun, object of verb *wished*. As a verb it takes the compound object, *geometry* and *algebra*.

4. *To see* her is *to love* her.
   To see is a verbal noun, subject of sentence. As a verb it has an object, *her.*
   To love is a verbal noun, attribute of *to see.* As a verb it has an object, *her.*
5. Learn *to labor* and *to wait.*
   To labor and *to wait* are verbal nouns used as objects of *learn.*
6. It is your duty *to obey* the rules.
   To obey is a verbal noun, the real subject of the sentence. As a verb it takes an object, *rules.*
7. He consents to anything except *surrendering* his convictions.
   Surrendering is a verbal noun, object of the preposition *except.* As a verb it takes the object, *convictions.*
8. The Cambria is *to sail* to-morrow.
   To sail is a verbal noun used as an attribute of *ship* understood. As a verb it is modified by the adverb *to-morrow.*

(*b*) 1. Flee from the wrath *to come* is equivalent to Flee from the *coming* wrath.
2. He began *to rebuke* them is equivalent to He began *rebuking* them.
3. He was about *driving* to town is equivalent to He was about *to drive* to town.
4. The boat was about *being driven* upon the rocks is equivalent to The boat was about *to be driven* upon the rocks.
5. They had reason *to complain* is equivalent to They had reason *for complaining.*
6. This would allow *his going* is equivalent to This would allow *him to go.*

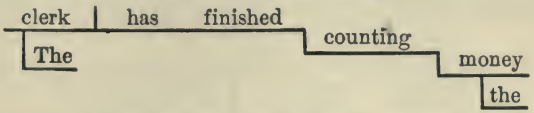
XCVI. Exercise. (Page 137)

1. Great events then passing before him were unheeded.



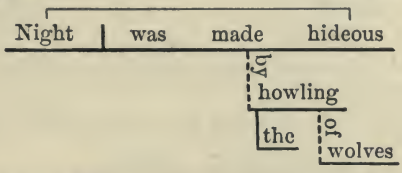
Passing is a verbal adjective.

3. The clerk has finished counting the money.



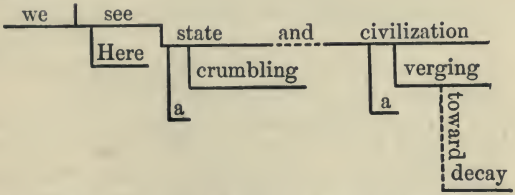
Counting is a verbal noun, used as the object of *finished*. As a verb it takes the object, *money*.

7. Night was made hideous by the howling of wolves.



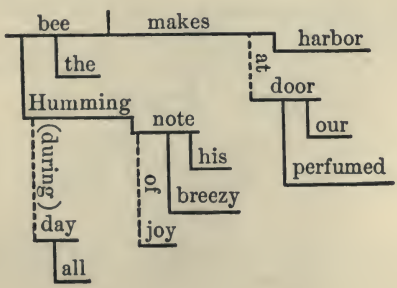
Howling is a verbal noun, object of the preposition *by*.

8. Here we see a state crumbling and a civilization verging toward decay.

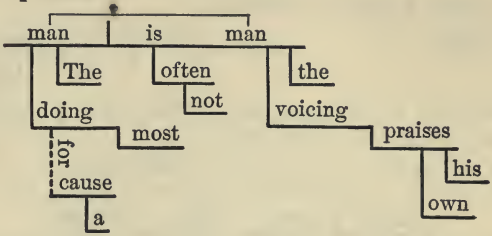


Crumbling and *verging* are verbal adjectives modifying *state* and *civilization* respectively.

10. Humming all day his breezy note of joy, the bee makes harbor at our perfumed door.

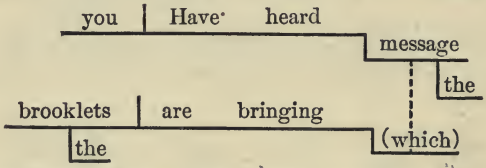


12. The man doing most for a cause is not often the man voicing his own praises.



Doing and *voicing* are verbal adjectives modifying in each case the noun *man*.

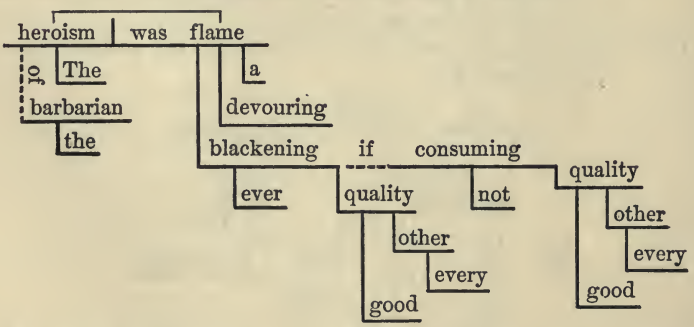
14. Have you heard the message the brooklets are bringing?



The brooklets are bringing is a clause the relation word of which is understood — *which the brooklets are bringing.*

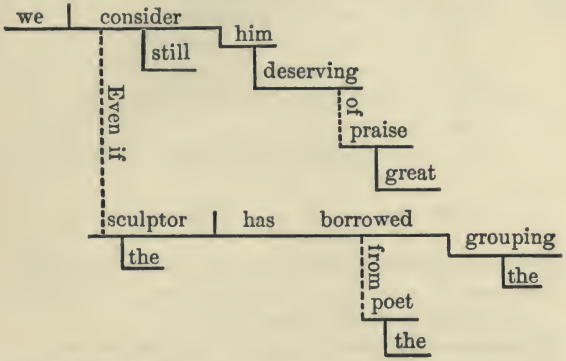
Bringing is a verbal adjective following the verb *are*, but modifying the noun *brooklets* like a predicate adjective (p. 131).

18. The heroism of the barbarian was a devouring flame, ever blackening, if not consuming, every other good quality.



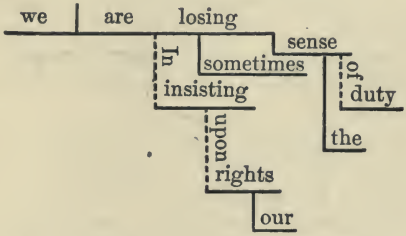
If, though a subordinate conjunction, is coördinate here, as it stands for *and*. *Blackening* and *consuming* are verbal adjectives.

20. Even if the sculptor has borrowed the grouping from the poet, we still consider him deserving of great praise.



Even if is a conjunctive phrase (p. 249).

22. In insisting upon our rights, we are sometimes losing the sense of duty.



Insisting is a verbal noun, object of the preposition *in*. *Losing* follows the verb *are* and modifies the subject *we* like a predicate adjective.

XCIX. Exercise. (Page 146)

(*a*) In sentences 1, 2, 3, 5, 6, 9, 11, 12 the verbs are incomplete.

(*b*) In sentences 1 and 5 the verbs are followed by an object.

(*c*) In sentences 2, 3, 6, 9, 11, 12 the verbs are followed by attributes.

In sentences 2, 3, 12, the attributes are nouns.

In sentences 6, 9, 11 the attributes are adjectives.

C. Exercise. (Page 147)

(*b*) 2. Wrens were singing sweetly.
4. The clouds are gathering.
6. The sailor boy was dreaming.
8. The sun was shining clear.
9. We are taking the short route.
10. Terror was reigning.
12. The combat is deepening.

CI. Exercise. (*a*). (Page 148)

(*a*) 2. The sun *will* soon *gild* the hilltops. Attributive verb.
The sun *will* soon *be gilding* the hilltops. *Be* is the copula and *gilding* is the attribute.
4. Even wise men *differ* in opinion. Attributive verb.
Even wise men *are differing* in opinion. *Are* is the copula; *differing* is the attribute.
10. Silence *reigns* profound. Attributive verb.
Silence *is reigning* profound. *Is* is the copula; *reigning* is the attribute.
13. The fledgelings *grew* strong. Attributive verb.
The fledgelings *were growing* strong. *Were* is the copula; *growing* is the attribute.
14. This granite *will* one day *crumble*. Attributive verb.
This granite *will* one day *be crumbling*. *Be* is the copula; *crumbling* is the attribute.
16. The sun's rays *linger* on the hills. Attributive verb.
The sun's rays *are lingering* on the hills. *Are* is the copula; *lingering* is the attribute.

(*b*) 1. The morning light is breaking.
Is is the copula connecting attribute, *breaking*, with subject, *light*.
3. Some seeming ills are blessings in disguise.
Are is the copula connecting the attribute, *blessings*, with subject, *ills*.
5. A shorter call would have been less tiresome.
Been is the copula connecting the attribute, *tiresome*, with the subject, *call*.

(*b*). (PAGE 148)

6. Our welcome seemed unusually warm.
   Seemed is the copula connecting the attribute, *warm*, with subject, *welcome*.
7. Is your name Shylock?
   Is is the copula connecting the attribute, *Shylock*, with the subject, *name*.
8. The minority report has been adopted.
   Been is the copula connecting the attribute, *adopted*, with the subject, *report*.
9. The camel's gait appears awkward.
   Appears is the copula connecting the attribute, *awkward*, with the subject, *gait*.
11. John has become a skilled mechanic.
    Become is the copula connecting the attribute, *mechanic*, with the subject, *John*.
12. Do France and Germany continue unfriendly?
    Continue is the copula connecting the attribute, *unfriendly*, with the subjects, *France and Germany*.
15. Our petitions have been slighted.
    Been is the copula connecting the attribute, *slighted*, with the subject, *petitions*.

CII. EXERCISE. (PAGE 150)

(*a*) In sentences 2, 4, 5, 7, 8, 9, 10, 14, 15, the verbs are in the active voice, because in each case the subject names the doer of the action.

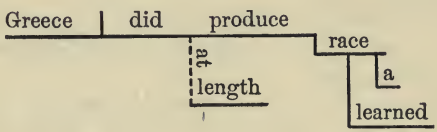
In sentences 1, 3, 6, 11, 12, 13, the verbs are in the passive voice, because in each case the subject names the receiver of the action.

(*b*) 1. Flowers strewed the way.
2. Thou shalt be praised by one faithful harp.
3. Success crowns our toils.
4. The wild torrent was stemmed by him.
5. A learned race was at length produced by Greece.
6. A beautiful bow spans the eastern sky.
7. A barren waste has been made by winter.

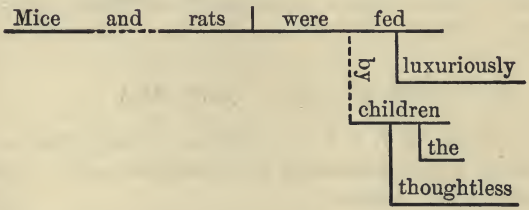
8. Ground for quarrels is often afforded by doubtful words.
9. His footsteps have been turned toward home.
10. All objects are gilded by true expression.
11. The crystal stream slaked their thirst.
12. Your success bends my thoughts.
13. Thoughtless children fed rats and mice luxuriously.
14. The trickster's purpose was defeated by us.
15. The garners have been stored by the sun with his gifts.

CII. Exercise. (Page 150)

(*c*) 5. Greece did at length a learned race produce.



Mice and rats were luxuriously fed by the thoughtless children.



CIII. Exercise. (Page 151)

1. Good news *is expected* by me.
2. The heat *is felt* by the traveler.
3. *Escaped* is here an intransitive verb; hence the verb cannot be changed to the passive form.
4. The opportunity *was seized* by me.
5. *Dawned* is an intransitive verb; hence cannot be changed to the passive form.

6. *Sails* is an intransitive verb; hence cannot be changed to the passive form.
7. Fine crops *are looked for* by our farmers.
8. *Acts* is an intransitive verb; hence cannot be changed to the passive form.
9. The young man's ability *is recognized* by the merchant.
10. Their claims *were examined* by the general.
11. *Rushed* is an intransitive verb; hence cannot be changed to the passive form.
12. The arch *will be decorated* by the artist.
13. His act *has been placed* by you in a false light.
14. An eloquent plea *will be heard* by the audience.
15. Young men *are incited* by such an example to a noble career.
16. The springtime *is welcomed* by the children.
17. The armchair *was sat in* all day by the invalid.
18. His son *was dealt* kindly *with* by him.
19. The boy *was raised* in my esteem by every day's experience.
20. The child's foot *was trod on* by the horse.
21. The laboring swain *was cheered* by health and plenty.

CIV. Exercise. (Page 153)

(*a*) 1. The verb *shine* is intransitive.
2. The verb *pass* is intransitive.
3. The verb *bear* is transitive.
4. The verb *lives* is intransitive.
5. The verb *banishes* is transitive.
6. The verb *marked* is transitive.
7. The verb *persevere* is intransitive.
8. The verb *come* is intransitive.
9. The verb *walked* is intransitive.
10. The verb *depart* is intransitive.
11. The verb *affect* is transitive.
12. The verb *has risen* is intransitive.
13. The verb *will touch* is transitive.
14. The verb *mirrored* is transitive.
15. The verb *has wandered* is intransitive.
16. The verb *has turned* is transitive.

17. The verb *increased* is transitive.
18. The verb *welcomed* is transitive.
19. The verb *rushed* is intransitive.
20. The verb *took* is transitive.
21. The verb *outspeed* is transitive.
22. The verb *beholds* is transitive.
23. The verb *gave* is transitive.

(*b*) 3. The blame *is borne* sometimes by the innocent.
The passive form is made by joining a form of the verb *be* (*is*) to the perfect participle of the verb *bear*.
5. The reason *is banished* by drunkenness.
6. Each hour of the day *was marked* with love by her face.
11. A lofty style *is affected* by some writers.
13. Sparkling bowl, thou *wilt* not *be touched* by me.
14. A million suns *were mirrored* by the morning dew.
16. The man's gentle nature *has been turned* into bitterness by jealousy.
17. The anxiety *was increased* by a false report.
18. His guest *was welcomed* by him with real warmth.
20. Advantage of his years *was taken* by my companion.
21. Sometimes the lightning *is outsped* by a man's thoughts.
22. The farmer's patient toil *is beheld* by each year.
23. A glad shout *was given* forth by their voices.

CV. Exercise. (Page 155)

(*b*) 1. *Be*, imperative mode, present tense
lies, indicative mode, present tense.
will rise, indicative mode, future tense.
2. *are bound*, indicative mode, present tense.
3. *do suffer*, indicative mode, present tense.

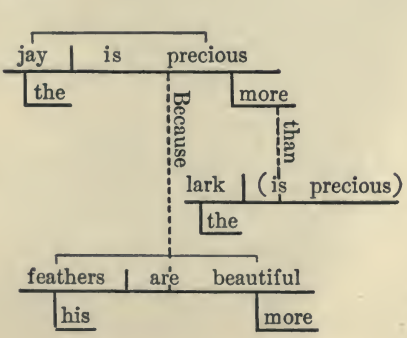
In this sentence *do* is not used to express the imperative mode, but as an auxiliary, to ask a question.

4. *love*, imperative mode, present tense.
bless, imperative mode, present tense.
curse, indicative mode, present tense.

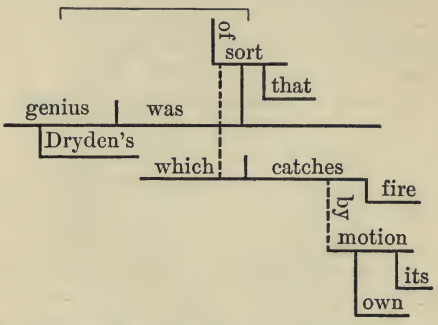
5. *take*, indicative mode, present tense.
6. *Be*, imperative mode, present tense.
   Be, imperative mode, present tense.
7. *is*, indicative mode, present tense.
   are, indicative mode, present tense.
8. *does send*, indicative mode, present tense.
9. *was*, indicative mode, past tense.
10. *be*, imperative mode, present tense.
11. *flow*, indicative mode, present tense.
12. *Hear*, imperative mode, present tense.
    hates, indicative mode, present tense.
    shall be, indicative mode, future tense.
13. *Think*, imperative mode, present tense.
    must be, indicative mode, present tense.
14. *did choose*, indicative mode, past tense.
    say, imperative mode, present tense.
    are, indicative mode, present tense.
15. *pluck*, imperative mode, present tense.
    look, imperative mode, present tense.
16. *seem*, indicative mode, present tense.

(*d*) 7. What! is the jay more precious than the lark,
Because his feathers are more beautiful?

This is a complex sentence because it contains two dependent propositions or clauses (p. 73).



(*d*) 9. Dryden's genius was of that sort which catches fire by its own motion.



This is a complex sentence because it contains a dependent clause.

CVII. Exercise 1. (Page 158)

1. These vases *are* fine, and I *am* glad to own them.
2. The summons *is* received and the man *is* here.
3. You and I *are* going though he *is* not.
4. One of the trees *is* in bloom, but three *are* dead.
5. You and John *are* to blame, I *am* sure.
6. The pen *is* mislaid, and he *is* looking for it.
7. The farmer's oats *are* sold, and he *is* returning home.
8. There *are* six in this party, and only two *are* in that.
9. The woods *are* filled with the songs of birds.
10. Neither the doctor nor his assistant *is* present.
11. A flock of sheep *is* grazing in the field.
12. Our school *is* usually dismissed at four o'clock, but the pupils *are* sometimes detained a few minutes.
13. The committee *is* now in session, but many of the members *are* anxious to go home.
14. I can now see the men who *are* in the boat.
15. Neither road *is* pleasant, both *are* rugged and hilly.

For reasons, study the conjugation of the verb *be* (p. 157).

CIX. Exercise I. (Page 161)

1. *is* is present tense; subject *he* is third person, singular number. *chastenest* is present tense; subject *thou* is second person, singular number.

2. *loveth* is present tense; subject *Lord* is third person, singular number.
   chasteneth is present tense; subject *he* is third person, singular number.
3. *cursedst* is past tense; subject *thou* is second person, singular number.
   is is present tense; subject *tree* is third person, singular number.
4. *deliveredst* is past tense; subject *thou* is second person, singular number.
5. *am* is present tense; subject *I* is first person, singular number.
   calledst is past tense; subject *thou* is second person, singular number.
6. *changest* is present tense; subject *thou* is second person, singular number.
   sendest is present tense; subject *thou* is second person, singular number.

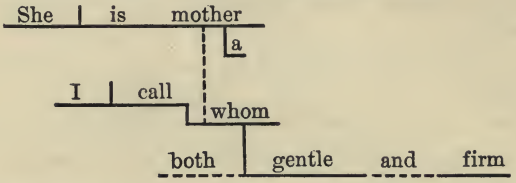
CIX. Exercise II. (Page 162)

1. All is dark where you are not.
2. How kind an office has been done!
3. You did not hearken to the Lord.
4. He that dwells in love, dwells in God.
5. I forgave you because you desired me.
6. He that loves his brother abides in the light.
7. I say to this man, "Go," and he goes; and to another, "Come," and he comes; and to my servant, "Do this," and he does it.
8. Charity suffers long and is kind; charity vaunts not itself, is not puffed up, does not behave itself unseemly.

9. Immortal Love,
   You made life in man —
   You will not leave him in the dust.
10. Oh, what had you to do with cruel Death,
    Who were so full of life, or Death with you,
    That you should die before you had grown old?
11. All that you can call your own
    Lies in your to-day.

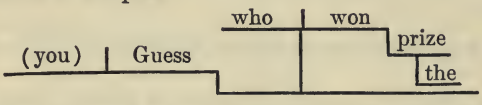
CXIII. Exercise. (Page 167)

1. She is a mother whom I call both gentle and firm.



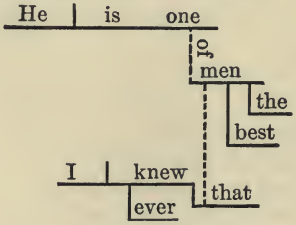
both and *and* are correlative conjunctions, *both* before *gentle* preparing the mind for the additional adjective *firm* (see p. 249).

2. Guess who won the prize.



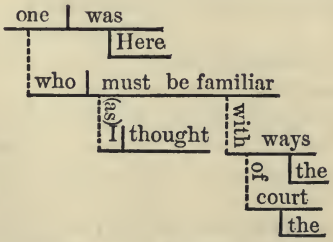
The clause, *who won the prize*, is the object of the verb *guess*.

4. He is one of the best men that I ever knew.

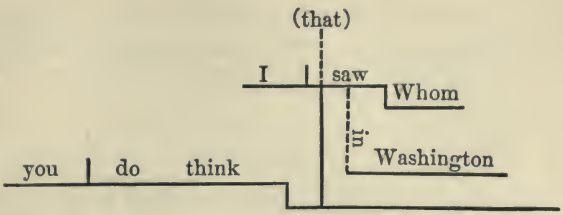


(Page 167)

8. Here was one who I thought must be familiar with the ways of the court.



10. Whom do you think I saw in Washington?



The connective *that* is understood before the noun clause.

PARSING

The rules for parsing, as given in various parts of Metcalf's Grammar, are here summarized and numbered. The number or numbers under the word to be parsed corresponds to the number of the rule.

Outlines and models for parsing are also here given, which the student will do well to follow in parsing the words of the sentences in Exercises CXXII and CLXXIV.

RULES

Nouns and Pronouns

Rule 1. A noun or pronoun used as the subject of a verb is in the nominative case (pp. 107, 167).

Rule 2. A noun or pronoun used as the object of a transitive verb is in the objective case (pp. 107, 167).

Rule 3. A noun or pronoun used as the object of a preposition is in the objective case (p. 107).

Rule 4. A noun or pronoun expressing ownership or possession and limiting another noun is in the possessive case (p. 107).

Rule 5. A noun, or other word, used to call or compel the attention of the person addressed, is independent of the rest of the sentence (p. 22).

Rule 6. A noun or pronoun complement of an intransitive verb must be in the same case as the subject of the verb (p. 107).

Rule 7. An appositive must be in the same case as the noun or pronoun which it represents (p. 108).

Rule 8. Nouns and pronouns joined with participles to form adverbial phrases are said to be used absolutely (p. 207).

Rule 9. The indirect object of a verb is in the objective case, object of a preposition expressed or understood (p. 243).

Rule 10. A pronoun must agree with its antecedent in gender, person, and number (p. 101).

Adjectives

Rule 11. An adjective qualifies, modifies, or limits a noun or pronoun (p. 38).

Verbs

Rule 12. A verb takes its person and number from its subject (p. 157).

Rule 13. A verb must be in the singular number when it has two or more singular subjects joined by *and*, but denoting only one person or thing (p. 165).

Rule 14. A verb must be in the singular number when it has two or more singular subjects connected by *or*, *either — or*, *neither — nor* (p. 165).

Rule 15. A verb must be in the plural number when it has two or more singular subjects joined by *and* and denoting different persons or things (p. 166).

Rule 16. An infinitive may be used as a noun in the nominative or the objective case (pp. 133, 134).

Rule 17. An infinitive may be used as an adjective or as an adverb (p. 229).

Adverbs

Rule 18. An adverb modifies a verb, an adjective, or an adverb (p. 60).

Prepositions

Rule 19. A preposition defines the relation which exists between the noun or pronoun which follows it, and the word modified by the phrase (p. 66).

Conjunctions

Rule 20. Coördinate conjunctions join parts which are alike in rank (p. 248).

Rule 21. Subordinate conjunctions join parts which are unlike in rank (p. 252).

Interjections

Rule 22. An interjection is not related to any other word in the sentence.

Classifying the words of a sentence as parts of speech, and naming their grammatical properties, inflections, and relations to other words, is called parsing (p. 94).

In parsing words follow the outlines given below.

Nouns

class — number — gender
person — case — rule for construction

Pronouns

kind — number — gender
person — case — rule or rules for construction

Adjectives

kind — what it modifies — rule
degree of comparison if it may be compared

Verb or Verb Phrase

transitive or intransitive { attributive / copulative }
tense — form — voice
mood — person — number
rule for construction

Adverb

kind — what it modifies — rule
degree of comparison if it may be compared

Preposition

the relation shown — rule

Conjunction

kind — parts connected — rule

Interjection

its place in the sentence — rule

MODELS FOR PARSING

(SENTENCE 1. PAGE 172)

No might nor greatness in mortality
20 1 20 1 19 3

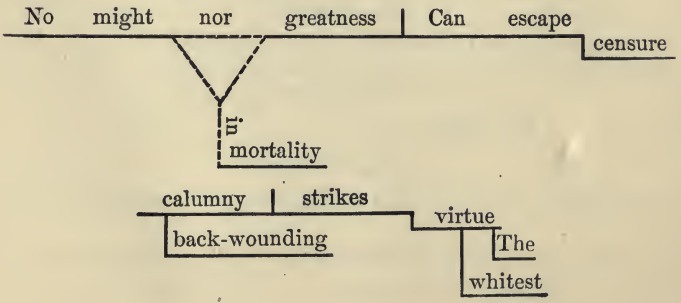
Can censure 'scape; back-wounding calumny
14 2 14 11 1

The whitest virtue strikes.
11 11 2 12

No stands for *neither*.
Neither — nor, conjunction; kind, coördinate-correlative; connects *might* and *greatness*; rule, 20.
Might, noun; class, common; number, singular; gender, neuter; person, third; case, nominative; rule, 1.
In, preposition; defines relation between noun *mortality* and nouns *might* and *greatness*; rule, 19.
Can escape, verb; verb phrase; transitive; tense, present; form, regular; voice, active; mood, potential; person, third; number, singular; rule, 14.
Back-wounding, adjective; modifies noun *calumny*; rule, 11.

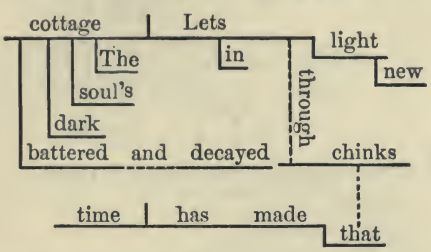
CXXII. (PAGE 172)

1. No might nor greatness in mortality
Can censure 'scape; back-wounding calumny
The whitest virtue strikes.



2. The soul's dark cottage, battered and decayed,
4 11 20 11

Lets in new light through chinks that time has made.
19 19 10-2-21 12



Battered and *decayed* are verbal adjectives.

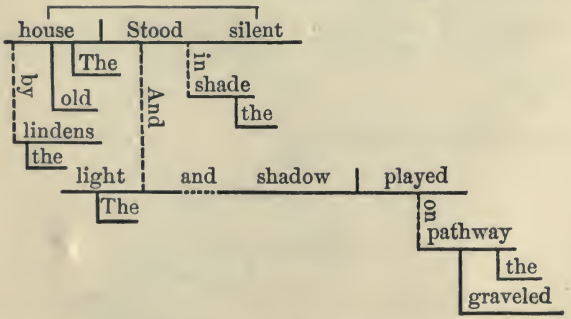
That as conjunctive or relative pronoun is governed by rule 20; as pronoun having an antecedent by rule 10, and as object of the verb *has made* by rule 2.

3. The old house by the lindens
19

Stood silent in the shade,
12 10

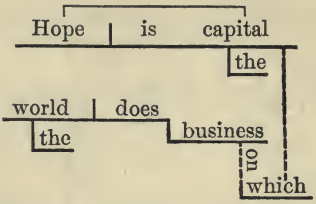
And on the graveled pathway
20 11

The light and shadow played.
12

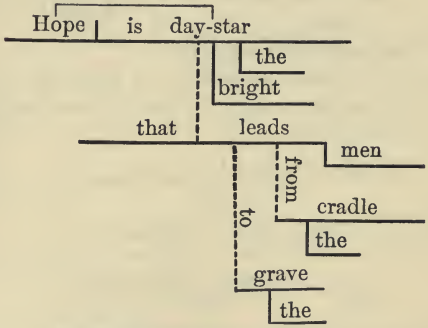


Stood in this sentence means *was;* hence, *silent* is a predicate adjective governed by rule 10.

4. Hope is the capital on which the world does business.
12 6 10-2-21 2

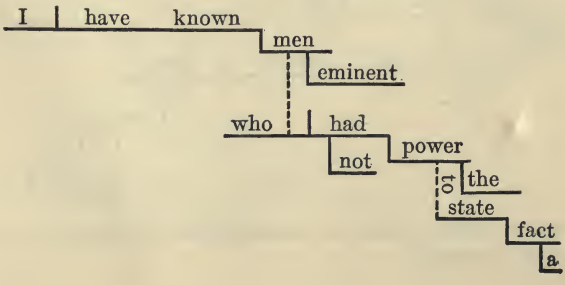


5. Hope is the bright day-star that leads men from the cradle to the grave.
11 6 10-1-21 12 19



6. I have known eminent men who had not the power to state a fact;
12 2 10-1-21 2 7-16

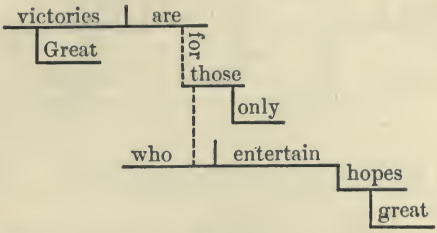
the lenses by which they saw their facts were not adjusted properly.
1 10-3-21 10-1 10-4 12 18 12 18



The infinitive *to state* is used as a noun in apposition with *power*, hence is governed by Rules 7 and 16.

Not is an adverb, making negative the verb phrase *were adjusted*.

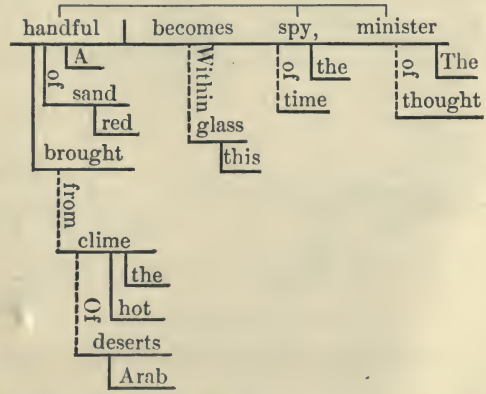
7. Great victories are for those only who entertain great hopes.
   19 3 1-21



Those is a demonstrative adjective pronoun (p. 201).

Only is an adjective modifying the pronoun *those*.

8. A handful of red sand, from the hot clime
   1
   Of Arab deserts brought,
   11
   Within this glass becomes the spy of Time,
   11 12
   The minister of Thought.

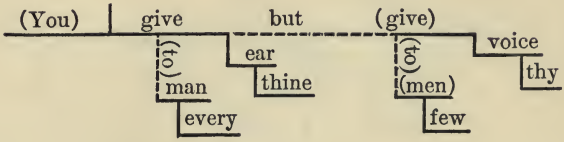


Arab is here a proper adjective.

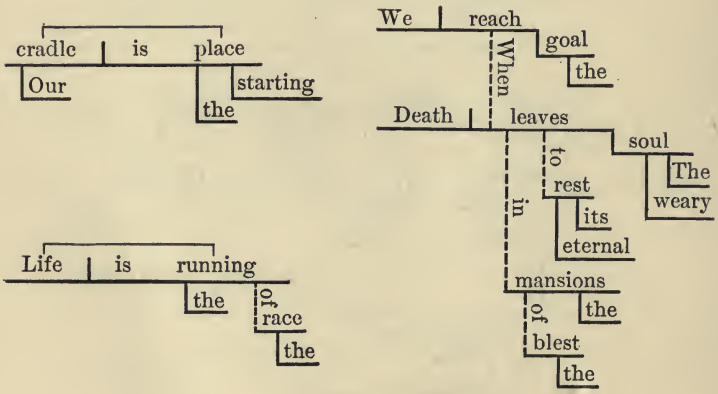
This is a pronominal adjective modifying the noun *glass*.

10. *Upon* is an adverb modifying the verb *is breathed.*

11. Give every man thine ear, but few thy voice.
11 9 4 2 11 2



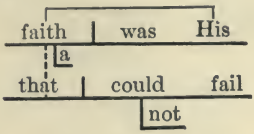
12. Our cradle is the starting place;
11 6
Life is the running of the race;
6-16
We reach the goal
When, in the mansions of the blest,
18-21
Death leaves to its eternal rest
The weary soul.
2



Running is a predicate noun from the verb *run;* hence is governed by rules 6–16.

In sentence 13, *often* and *mere* are adverbs; *often* modifying the verb *is,* and *mere* modifying the participle *idling.*

14. His was a faith that could not fail.
4 10-1-21

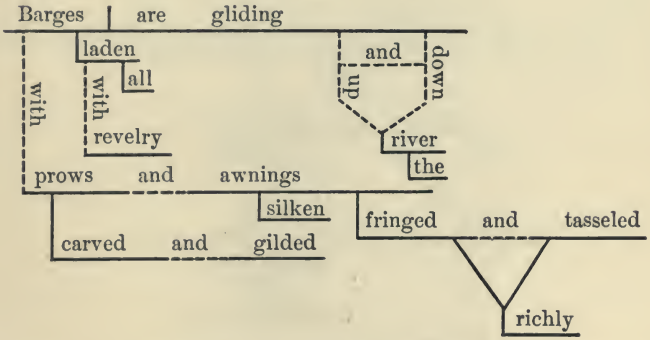


His is a form of the personal pronoun which includes in its meaning both the adjective and the noun (p. 112).

15. *Some* is an adjective limiting the noun *discussion.*

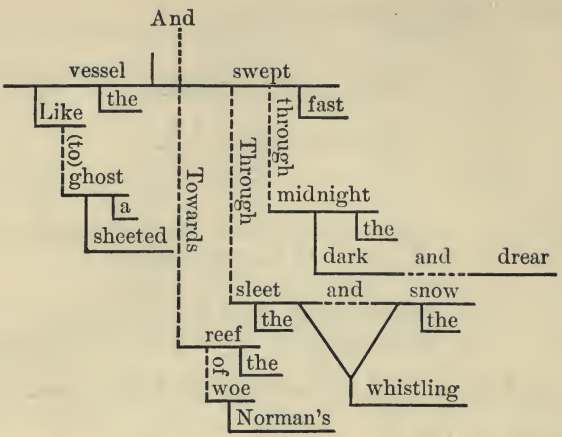
18. *Becomes* is an incomplete intransitive verb (copula).

20. Barges with carved (11) and gilded (11) prows (3) and silken awnings (3) fringed (11) and tasseled (20) richly (11), all laden with revelry, (18) are gliding up and down the river.



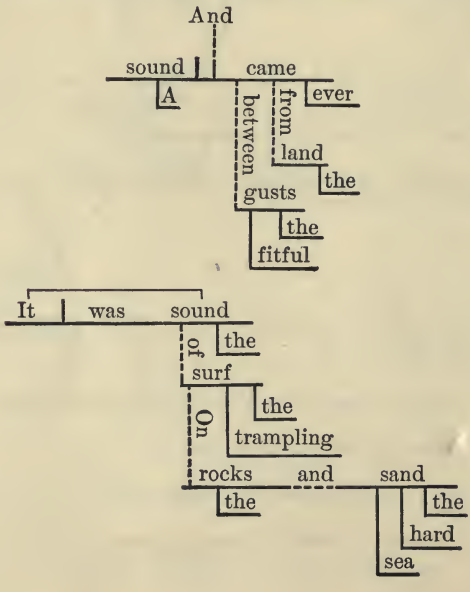
Richly is an adverb modifying both of the verbal adjectives, *fringed* and *tasseled.*

21. And fast (18) through the midnight, dark (11) and drear,
Through the whistling (11) sleet (3) and snow, (3)
Like a sheeted ghost, the vessel swept (18)
Towards the reef of Norman's woe.

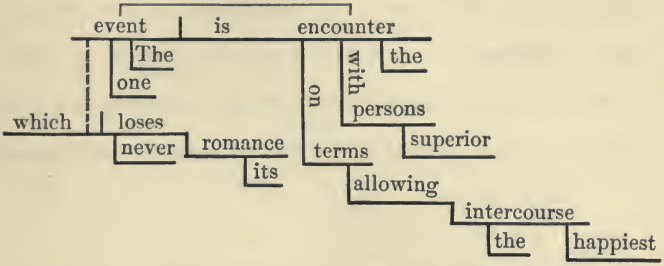


Fast is equivalent to rapidly; hence is an adverb and modifies the verb *swept*.

Like is here an adjective, and is properly followed by the preposition *to* (p. 257).

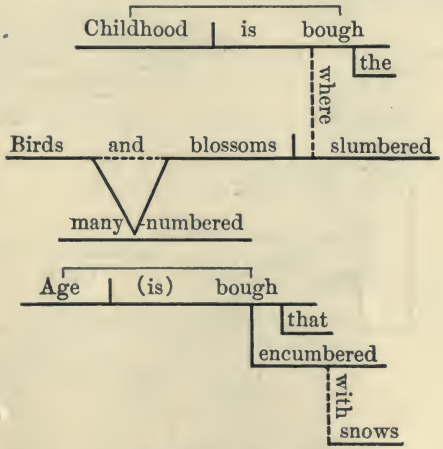


22. The one (11) event which (1-21) never (18) loses its (4) romance is the encounter (6) with superior persons on terms allowing (11) the happiest intercourse.



Allowing is a verbal adjective modifying the noun *terms.*

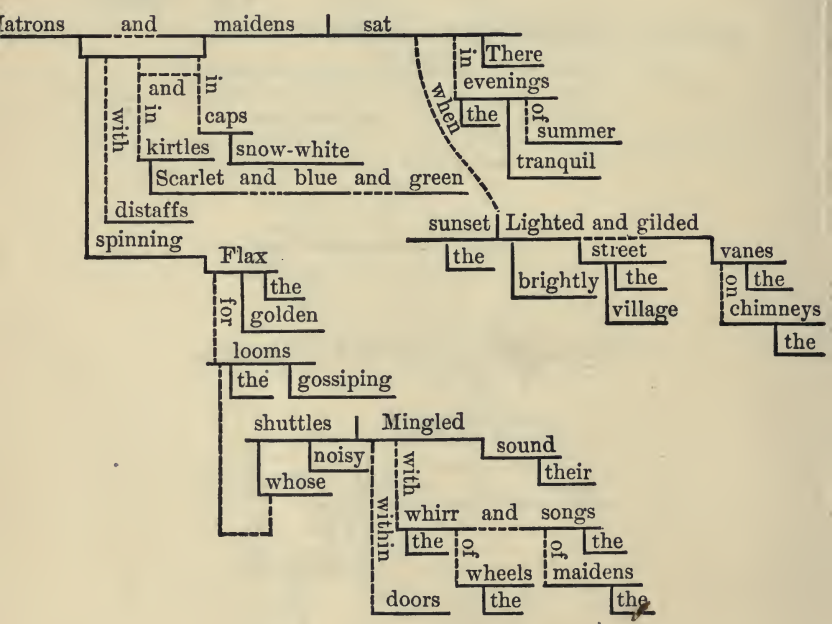
23. Childhood is the bough (6) where (18-21) slumbered
Birds (1) and blossoms (1) many-numbered; (11)
Age, that bough (6) with snows encumbered. (11)



The predicate verb *is* must be supplied after *age.*

Where stands for *in which* or *on which;* hence may connect an adj. clause to a noun.

24. There (18) in the tranquil evenings of summer, when (18-21) brightly (18) the sunset
Lighted (12) the village (11) street, (2) and gilded (12) the vanes on the chimneys,
Matrons and maidens sat (12) in snow-white caps and in kirtles
Scarlet and blue and green, with distaffs (3) spinning (11) the golden (11)
Flax for the gossiping (11) looms, whose (10-4-21) noisy shuttles within doors
Mingled (12) their (4) sound with the whirr of the wheels and the songs
of the maidens.



Spinning and *goissiping* are verbal adjectives.

Both parts of the compound subject are modified by all that modifies either part.

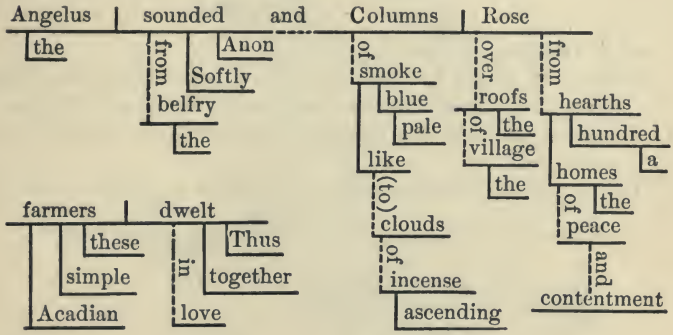
25. Anon (18) from the belfry

Softly (18) the Angelus sounded, and over the roofs of the village

Columns of pale blue smoke, like (11) clouds of incense ascending, (11)

Rose from a hundred (11) hearths, the homes (7) of peace (3) and contentment (3);

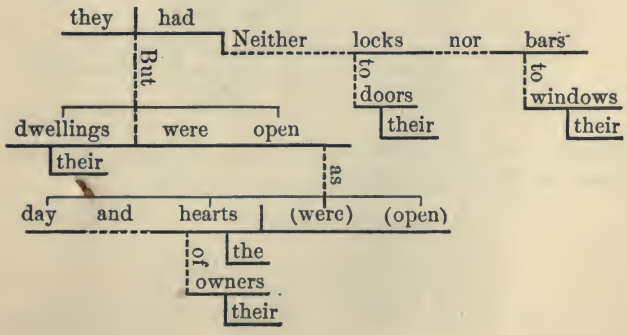
Thus dwelt together in love these simple Acadian farmers. (18)



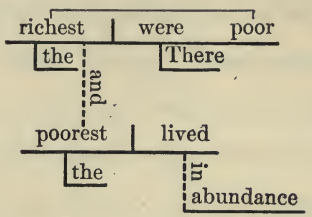
Anon is equivalent to *soon*, or *presently;* hence is an adverb.
Homes is an appositive of *hearths*.

26. Neither (20) locks (2) had (14) they to their doors nor (20) bars (2) to their windows;

But (20) their dwellings were open (11) as (18) day and the hearts of their owners;



There (18) the richest (1) were poor and the poorest (1) lived in abundance.

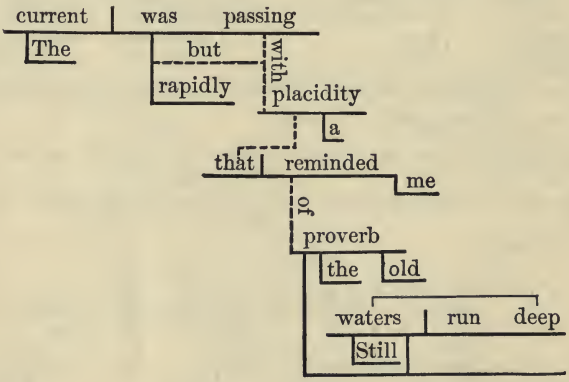


As is a conjunctive adverb (p. 203).

Richest and *poorest* are here used to represent the nouns which they would modify and are therefore to be classed as nouns.

28. *To kindle* is an infinitive used as an adjective and modifying the noun *fear*.

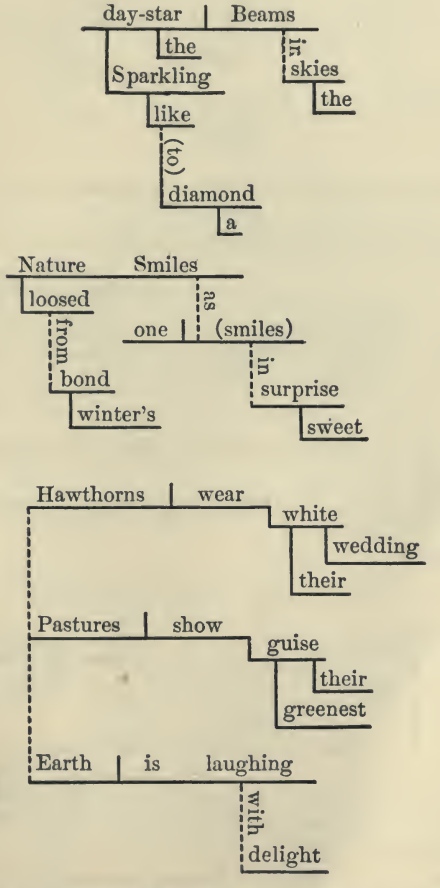
29. The current was passing rapidly, but (20) with a placidity (3) that (1–21) reminded me (2) of the old proverb, "Still waters run deep." (18)



The clause "*Still waters run deep*" is in apposition with *proverb;* hence modifies it (p. 434).

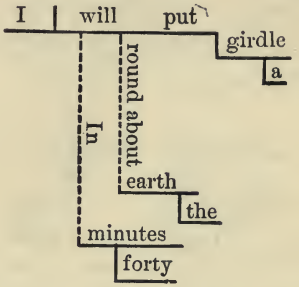
30. Sparkling (11) like (18) a diamond
Beams the day-star in the skies;
Nature, loosed (11) from winter's (4) bond,

Smiles as one in sweet surprise;
18
Hawthorns wear their wedding white,
4
Pastures show their greenest guise, —
Earth is laughing with delight.
12



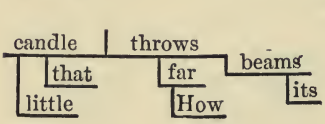
Like is an adverb modifying the adjective *sparkling*.

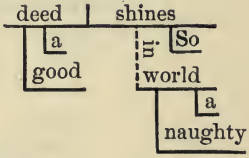
31. I'll put a girdle round about the earth in forty minutes.
1 2 11



32. How far that little candle throws its beams!
18 18 11 12 4

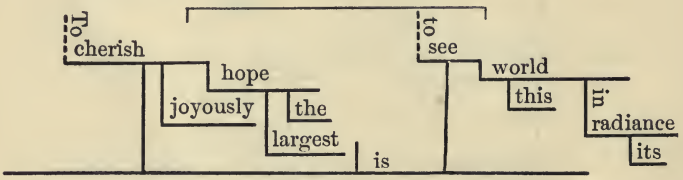
So shines a good deed in a naughty world.
18 12





The adverb *how* modifies the adverb *far*. *That* is a demonstrative adjective pronoun.

34. To cherish joyously the largest hope is to see this world in its radiance.
1 18 2 6 11 2

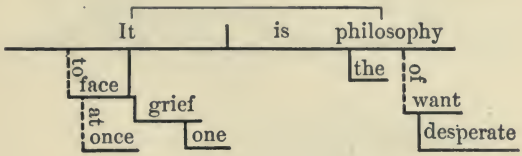


The infinitive noun phrase *to cherish joyously the largest hope* is the subject of the sentence, and the infinitive (noun) phrase *to see*, etc. is the predicate noun.

To cherish as a noun is subject of the sentence; as a verb it has *hope* for its object. *To see* is a noun complement of the verb *is*.

(PAGE 175)

37. 'Tis the philosophy of desperate want to face one grief at once.
6 6



It is used to introduce the predicate, and the phrase *to face at once one grief* is used as an appositive (p. 210).

38. *That* is a conjunctive pronoun subject of the verb *died*.

39. *When* is a conjunctive adverb connecting the subordinate clause, "*When Sumter is fired at, or bondage grasps at new soil*," with the verbs *feel* and *start* which it also modifies.

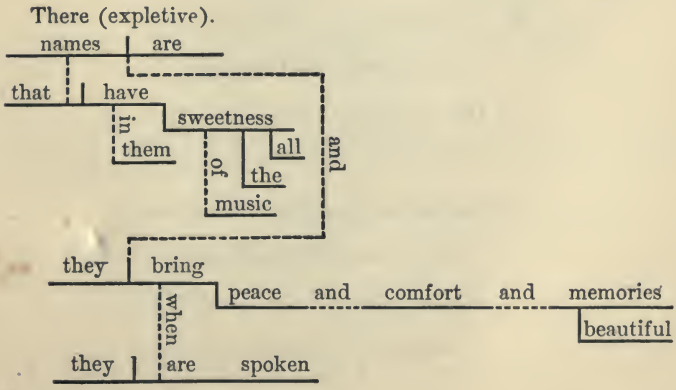
Stupid is here used as a noun subject of the verb *feel*.

40. *Striking* is a verbal adjective modifying *portraits* understood.

41. There are names that have in them all the sweetness of music;
1 2

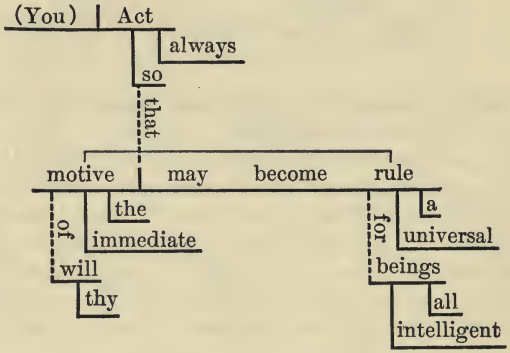
and when they are spoken they bring peace and comfort and
21-18

beautiful memories.



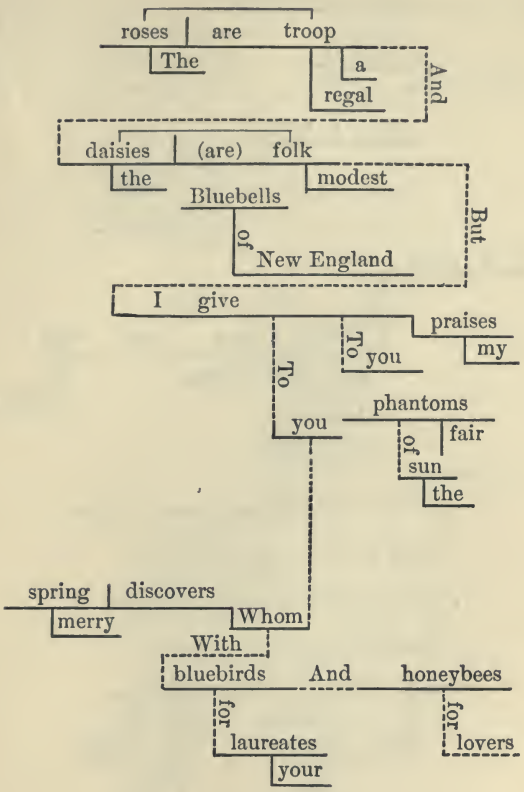
There is an adverb, here used as an expletive (p. 258), but as it has no real meaning in the sentence except as an introductory word, we place it above the sentence and put *names* in its true place as subject.

44. Act always so that the immediate motive of thy will may become a universal rule for all intelligent beings.
12 18 18 21 11 1 12 12 6 11



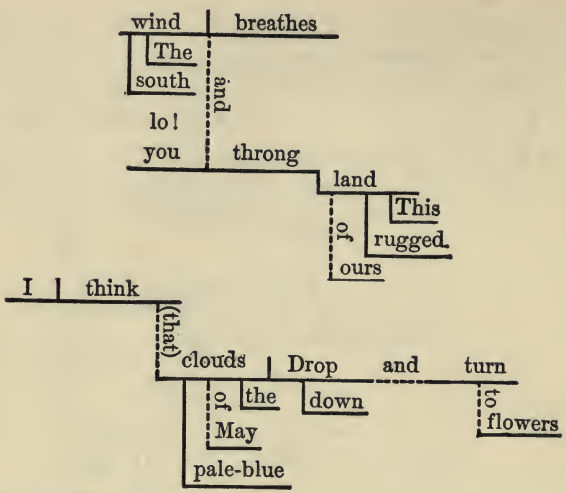
That is here a subordinate conjunction showing purpose or end (p. 252).

45. The roses are a regal troop,
1 12 6
And modest folk the daisies;
1
But, Bluebells of New England,
5 3
To you I give my praises, —
1
To you, fair phantoms of the sun,
5
Whom merry Spring discovers,
2
With bluebirds for your laureates
3
And honeybees for lovers.
3



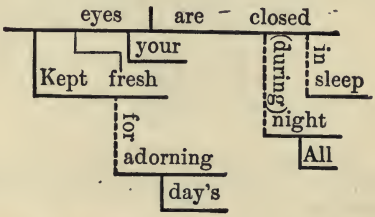
Bluebells and *phantoms* are compellatives, hence independent of the rest of the sentence.

The south wind breathes and lo! you throng
12 22
This rugged land of ours;
11
I think the pale blue clouds of May
1
Drop down and turn to flowers.
12 18 12

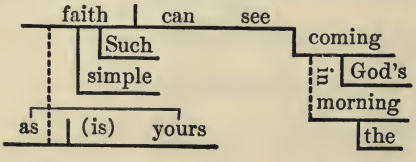


Lo is an interjection.

All night your eyes are closed in sleep,
11 12
Kept fresh for day's adorning,
11 4 3
Such simple faith as yours can see
11 1 6 12
God's coming in the morning.



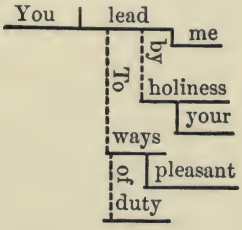
Fresh is an attribute of *eyes* after *kept*, so it is connected with *eyes*.

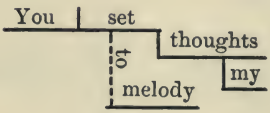


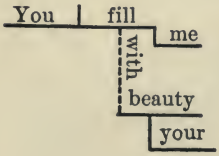
As is a conjunctive pronoun when it follows the word *such* (see p. 192). Its antecedent is the noun *faith*.

Yours is a curious form of the pronoun *you*, and stands for two antecedents, — *faith* and the name of the person who has the faith.

You lead me by your holiness,
To pleasant ways of duty;
You set my thoughts to melody,
You fill me with your beauty.





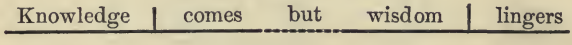


PART III

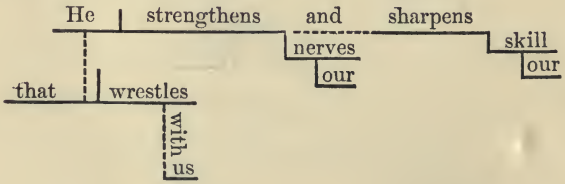
CXXIV. Exercise. (Page 180)

(*a*) 1. Compound.
2. Simple.
3. Complex.
4. Compound.
5. Compound.
6. Compound.
7. Complex.
8. Simple.
9. Compound.
10. Compound.
11. Compound.
12. Compound-complex.
13. Complex.

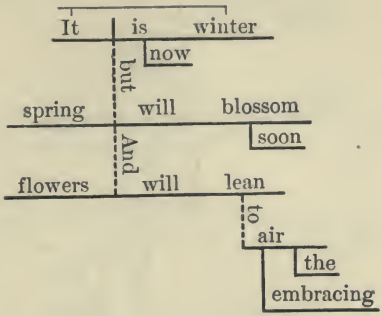
1. (*c*) Knowledge comes, but wisdom lingers.
Compound sentence.



3. He that wrestles with us strengthens our nerves and sharpens our skill.
Complex sentence.



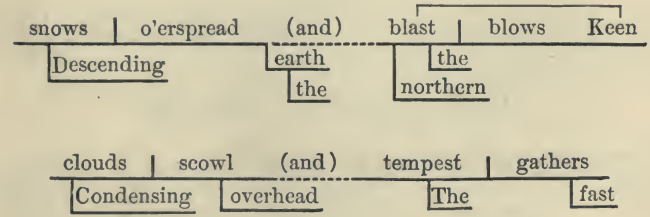
4. 'Tis winter now, but spring will blossom soon,
And flowers will lean to the embracing air.
Compound sentence.



(Page 181)

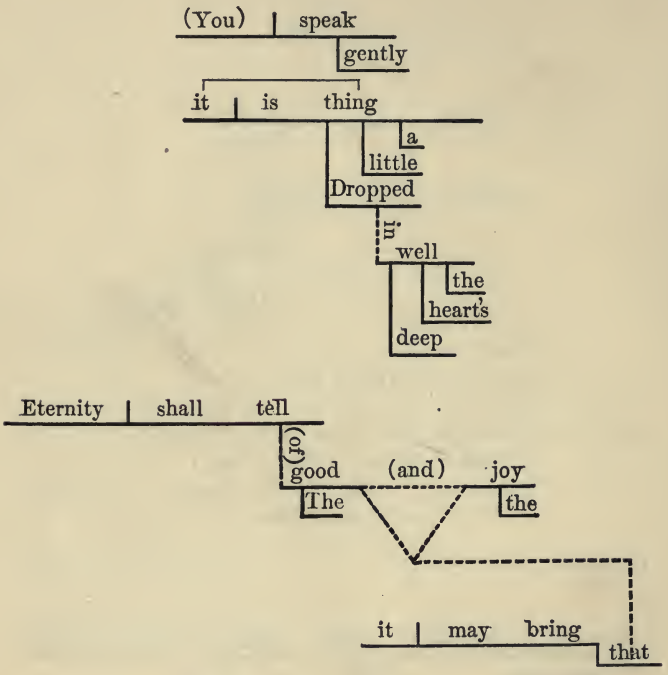
11. Descending snows the earth o'erspread,
Keen blows the northern blast;
Condensing clouds scowl overhead,
The tempest gathers fast.

Compound sentence.



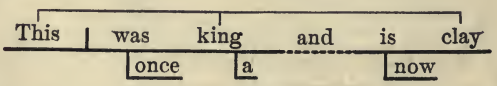
By idea and punctuation this sentence is divided into two coördinated clauses, each of which is compound, the parts being connected by the conjunction *and* understood.

12. Speak gently! 'tis a little thing
Dropped in the heart's deep well;
The good, the joy, that it may bring,
Eternity shall tell.

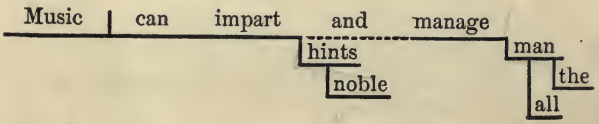


CXXV. Exercise I. (Page 182)

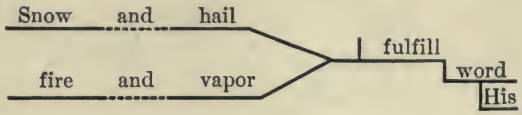
3. This was once a king and now is clay.



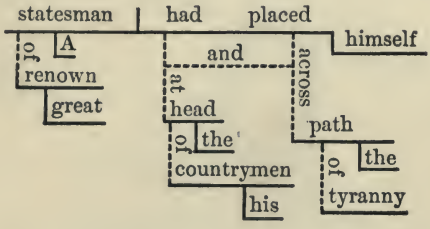
5. Music can noble hints impart and manage all the man.



7. Snow and hail, fire and vapor, fulfill His word.

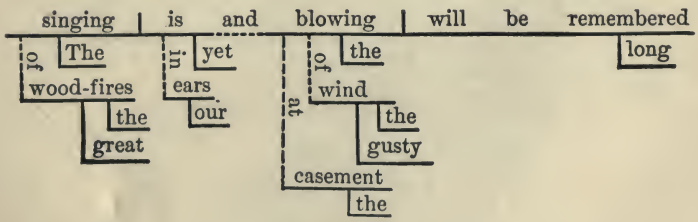


12. A statesman of great renown had placed himself at the head of his countrymen, and across the path of tyranny.

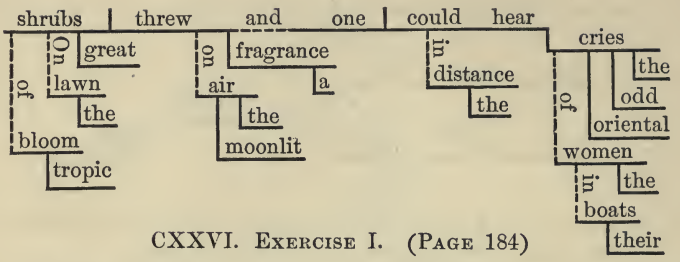


Exercise II

1. The singing of the great wood-fires is yet in our ears, and the blowing of the gusty wind at the casement will be long remembered.

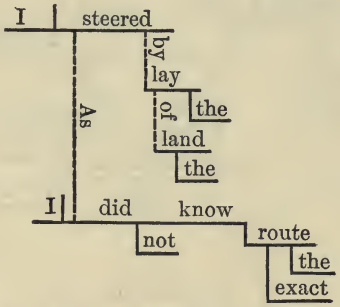


5. On the lawn, great shrubs of tropic bloom threw a fragrance on the moonlit air, and one could hear in the distance the odd, oriental cries of the women in their boats.

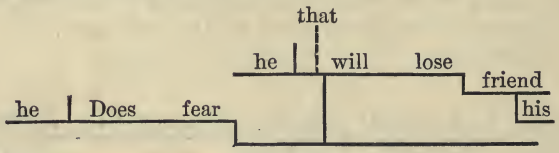


CXXVI. Exercise I. (Page 184)

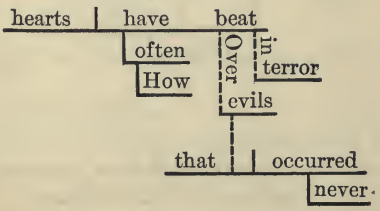
1. As I did not know the exact route, I steered by the lay of the land.



2. Does he fear that he will lose his friend?

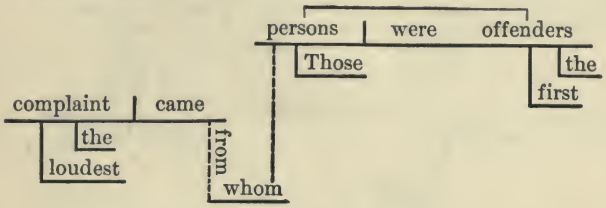


8. How often have hearts beat in terror
Over evils that never occurred?

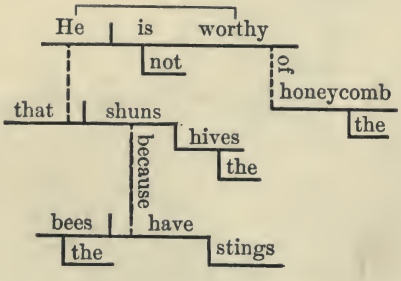


EXERCISE II. (PAGE 185)

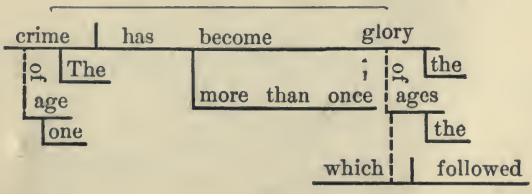
1. Those persons from whom came the loudest complaint were the first offenders.



2. He that shuns the hives because the bees have stings is not worthy of the honeycomb.

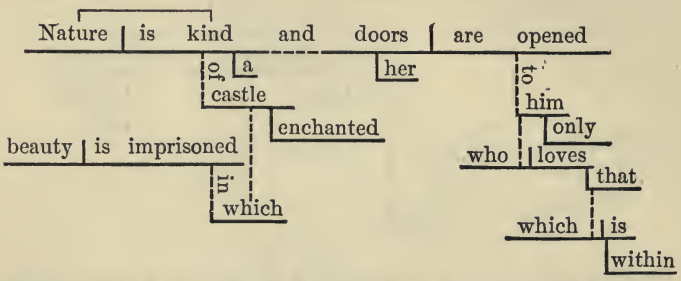


3. The crime of one age has more than once become the glory of the ages which followed.

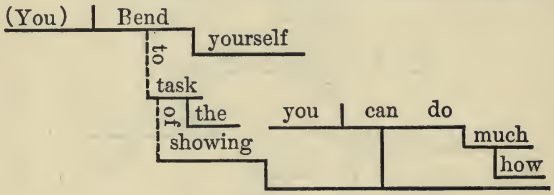


More than once is an idiomatic expression meaning *often, frequently,* and modifies *has become* as an adverb.

4. Nature is a kind of enchanted castle in which beauty is imprisoned, and her doors are opened only to him who loves that which is within.

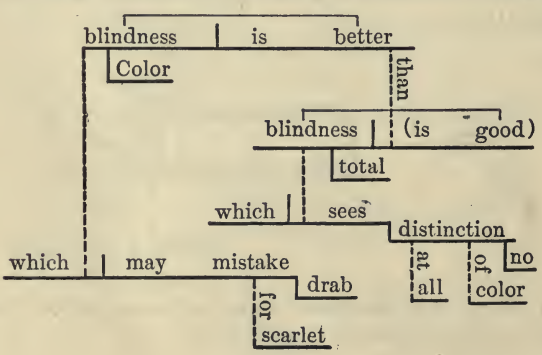


6. Bend yourself to the task of showing how much you can do.



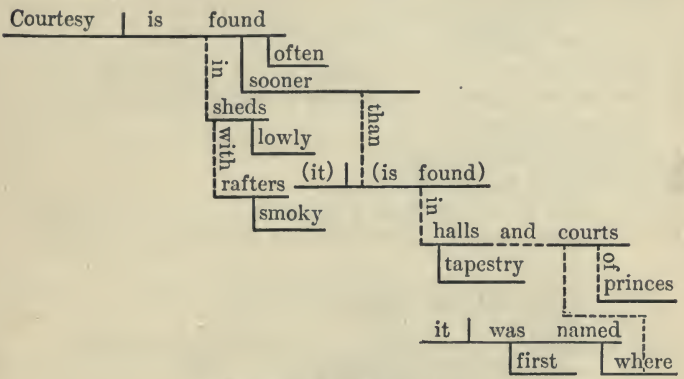
Much is really an adjective or an adverb, but is here used as a noun, object of the verb *can do*. It retains enough of its adjective nature to be modified by the adverb *how*.

10. Color blindness, which may mistake drab for scarlet, is better than total blindness, which sees no distinction of color at all.



Than is here a conjunction connecting the clause understood, *blindness is good*, with the predicate adjective *better*.

11. Courtesy is often sooner found in lowly sheds with smoky rafters than in tapestry halls and courts of princes, where it first was named.



EXERCISE I. (PAGE 191)

The nouns represented by the possessives in the following sentences are used.

1. I took *theirs*. Object of verb.
2. *Mine* are coming. Subject of verb.
3. He spoke of *yours*. Object of preposition.
4. The victory was *his*. Complement.
5. *Yours* are better than *mine* (are good). Subject in each case.
6. *Theirs* is the glory. Subject.
7. You take *mine;* I will take *yours*. Object in each case.
8. *Hers* is a sweet voice. Subject.
9. *Thine* is the kingdom. Complement.
10. *Ours* are later than *theirs* are. Subject in each case.
11. Against *his*, no counsel shall prevail. Object of preposition.
12. *Mine* be a cot beside the hill. Complement.

EXERCISE II. (PAGE 191)

In the following sentences other pronouns representing the same case might be employed. These are given only as examples of the proper case to be used.

1. *He* and *I* sang a duet.
2. Wait for James and *me*.
3. I did the work *myself*.
4. It was *they* that gave John and *me* the alarm.
5. They will elect Lucy or *me*.
6. It was either *she* or William.
7. I saw the proprietor *himself*.
8. Neither *she* nor May can come.
9. The chorister expects Fred or *him* to sing the solo.
10. You *yourself* heard it.
11. He prides *himself* on his skill.
12. He keeps an eye on *them* and *us*.
13. Each time it has been *he* or *I* that won.
14. The teacher praised my brother John and *me*.

CXXXIII. Exercise. (Page 194)

1. We love those who aid us in gratifying our desires.
   adj. cl., mod. those

2. A man who is devoid of gratitude cannot be a good man.
   adj. clause, modifying man

3. Wisdom is the habit by which we select right means for right ends.
   adj. clause, modifying habit.

4. Ignorance and error may arise from our want of information that we have no means of obtaining.
   adj. clause, modifying information

5. All that he does is to complain of those who care for him.
   adj.cl., mod. all — *adj.cl., mod. those*

6. There stood by me this night the angel of God, whose I am and whom I serve.
   compound adj. — *clause, modifying God*

7. The shackles ne'er again shall bind
The arm which now is free.
adj. clause, mod. arm

8. That plea was one in which Mr. Lincoln made an appeal that
adjective clause, modifying one
quite surpassed his usual efforts.
adjective clause, modifying appeal

9. In all communities there are men who are believed to be honest,
compound adjective clause,
yet whose word is never taken as authority.
modifying men

10. Never leave that till to-morrow which you should do to-day.
adj. clause, modifying that

11. We always like those who admire us; we do not always like
adj. cl., mod. those
those whom we admire.
adj. cl., mod. those

CXXXIV. Exercise. (Page 195)

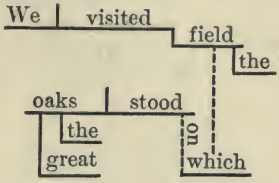
1. (*a*) He speaks in words that *burn*. The subject *that* has for its antecedent *words*, which is plural; hence the plural verb must be used.
2. The horse that you are driving was one of the finest that *were* offered at the sale. The antecedent of the subject *that* is *horses* understood; hence the plural verb must be used.
3. Mr. S. is one of those restless men that *are* always seeking a new home. The antecedent of the subject *that* is *men;* hence the plural verb must be used.
4. Riches that *are* ill-gotten will be seldom enjoyed. The antecedent of *that* is *riches*, which is plural; hence the plural verb must be used.
5. He was the father of all such (people) as play on the harp and organ. The antecedent of *as* is *people* understood, which is plural; hence the verb must be plural.

CXXXVI. Exercise. (Page 199)

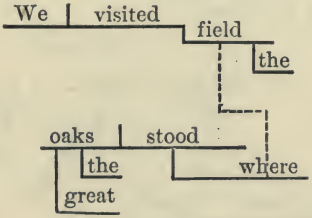
1. (*a*) Do *what* is right = (*b*) Do *that which* is right. In sentence (*a*) *what is right* is the object of *do*, and *what* is the subject of *is right*. In sentence (*b*) *that* is the object of *do*, and *which* is the subject of *is right*.
2. (*a*) They wist not *what* it was = (*b*) They wist not *that which* it was. In sentence (*a*) *what it was* is the object of *wist*, and *what* is the noun attribute after *was*. In sentence (*b*) *that* is the object of *wist*, and *which* is the noun attribute after *was*.
3. Take *whichever* you prefer.
   Whichever is equivalent to *the one which*.
   Take *the one* (*object*) you prefer *which* (*object*).
4. Whatever the council have voted, shall be done.
   Whatever is equivalent to *anything which*.
   The thing (*subject*) shall be done, the council have voted *which* (*object*).
5. *Whomsoever* you send, I will entertain.
   Whomsoever is equivalent to *any person whom*.
   I will entertain *any person* (*object*) *whom* (*object of send*) you send.
6. *What* is approved by the multitude is not always just.
   The thing (*subject*) is not always just *which* (*subject*) is approved by the multitude.
7. *Whatsoever* is right, I will give you.
   I will give you *any thing* (*object*) *which* (*subject*) is right.
8. They condemn *whatever* I propose.
   They condemn *any thing*, (*object*) I propose *which* (*object*).
9. Here is an account of *what* was done.
   Here is an account of *the thing* (*object*) *which* (*subject*) was done.

CXXXIX. Exercise I. (Page 203)

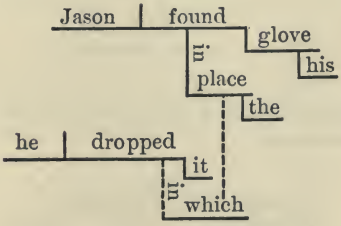
1. (*a*) We visited the field on which the great oaks stood.



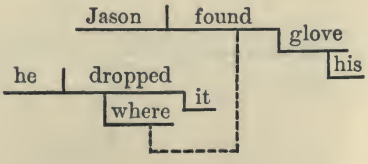
2. We visited the field where the great oaks stood.



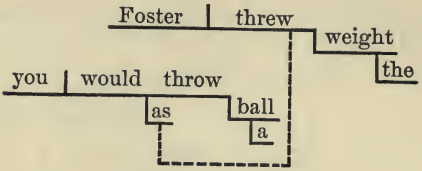
3. Jason found his glove in the place in which he dropped it.



4. Jason found his glove where he dropped it.

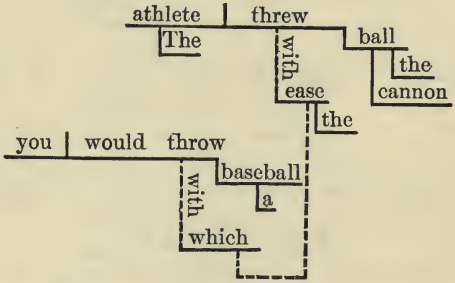


5. Foster threw the weight as you would throw a ball.

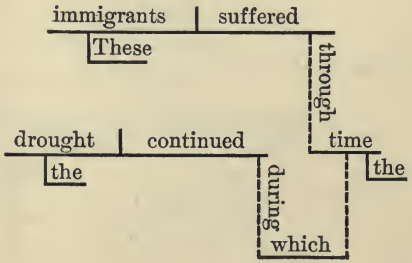


As is equivalent to the two phrases *with the ease* and *with which.*

6. The athlete threw the cannon ball with the ease with which you would throw a baseball.

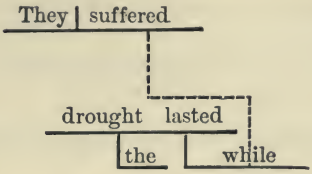


7. These immigrants suffered through the time during which the drought continued.

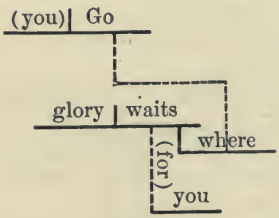


(Page 203)

8. They suffered *while* the drought lasted.



14. Go where glory waits you.



Exercise II. (Page 205)

1. There is society *in which* none intrudes.
2. I saw the house *in which* Shakespeare was born.
3. *At the time in which* friendships are real, they are not glass threads.
4. Some eyes may see the haven *in the place in which* others see only the storm.
5. Have you learned of *the time at which* the steamer will sail?
6. He communed with him *during the time in which* he went on his way.
7. *During the time in which* the scorner is punished, the simple is made wise.
8. We know not *of the place toward which* thou goest.
9. These immigrants will return *to the place from which* they came.
10. The colonel led his regiment precisely *in the manner in which* he was ordered.
11. Can you tell me *in what year* you planted this elm?

CXLI. Exercise. (Page 208)

1. Unable to use the oars he drifted through the night.
   (*a*) Adverbial phrase, modifying adjective *unable*, introduced by infinitive *to use*.
   (*b*) Adverbial phrase, modifies verb *drifted*, introduced by preposition *through*.

2. A bird in the hand is worth two (birds) in the bush
   Both phrases are adjective, both modify *bird*, and both are introduced by the preposition *in*.

3. A poet scorns *to mend his verse*.
   Noun phrase, object of *scorns*, introduced by the infinitive *to mend*.

4. The wall was *of jasper*.
   Adjective phrase forming the complement of the copula *was*, introduced by the preposition *of*.

5. *To draw true beauty* shows a master hand.
   Infinitive phrase, subject of the sentence, introduced by the infinitive *to draw*.

6. In cheapening of goods lies a threat toward the wage earner.
   (*a*) Adverbial phrase, modifying verb *lies*, introduced by preposition *in*.
   (*b*) Adjective phrase, modifying verbal noun *cheapening*, introduced by preposition *of*.
   (*c*) Adjective phrase, modifying noun *threat*, introduced by preposition *toward*.

7. *Thrice promoted for his bravery*, he is now a brigadier.
   Adjective phrase, modifying *he*, introduced by the participle *promoted*.

11. They deserve *to perish*.
    Noun phrase, object of the verb *deserve*, introduced by preposition *to*.

12. The enemy, *routed at all points*, gave up the contest.
    Adjective phrase, modifying *enemy*, introduced by the perfect participle *routed*.

13. The birds singing about me awoke memories of childhood.
a *b*

(*a*) Adjective phrase, modifying noun *birds*, introduced by present participle *singing*.

(*b*) Adjective phrase, modifying noun *memories*, introduced by preposition *of*.

14. Peace seemed to reign upon earth.
a *b*

(*a*) Adjective phrase, complement of *seemed*, introduced by infinitive *to reign*.

(*b*) Adverbial phrase, modifying infinitive *to reign*, introduced by preposition *upon*.

19. Giving to the poor is lending to the Lord.
a *b*

(*a*) Noun phrase, subject of sentence, introduced by present participle *giving*.

(*b*) Noun phrase, complement of *is*, introduced by present participle *lending*.

CXLII. Exercise I. (Page 209)

1. *That serious mistakes have been made* is not doubted.
Noun clause, subject of sentence.
2. His neighbors do not believe *that he will accept*.
Noun clause, object of verb *do believe*.
3. The report *that some one has failed* does not deter us.
Noun clause, appositive of *report*.
4. The truth is *that they were faint-hearted*.
Noun clause, complement of the copula *is*.
5. *That the earth is round* was not then surmised.
Noun clause, subject of sentence.
6. Have you heard *that the expedition has failed*?
sub.
Noun clause, object of *heard*.
7. *That the ignorant are allowed to vote* is a menace to our nation.
Noun clause, subject of sentence.
8. *That we shall die*, we know.
Noun clause, object of *know*.

9. *Who gives himself with his alms* feeds three.
sub.

Noun clause, subject of *feeds.*

10. The assertion *that some of our immigrants are felons* is stoutly maintained.

Noun clause, appositive of *assertion.*

11. The committee believe *that this mishap arose from a laudable motive.*

Noun clause, object of verb *believe.*

12. Next came the cheering report *that ample funds had been pledged.*

Noun clause, appositive of *report.*

13. The expectation now is *that each harvest will exceed that of the previous year.*

Noun clause, complement of the copula *is.*

(Page 210)

14. *That the finest railway station in the world is in India* you will be slow to believe.

Noun clause, object of infinitive *to believe.*

CXLIII. Exercise. (Page 210)

1. Do you know *who are coming?*

Noun clause, object of verb *know.*

5. It does not yet appear *where we shall lodge.*

Noun clause, the real subject of the sentence.

It is the apparent subject, and serves merely to introduce the predicate.

8. *Whether the rate may be lessened* does not now concern us.

Noun clause, subject of the sentence.

11. *Whither I go,* ye know, and the way, ye know.

Noun clause, object of the verb *know.*

12. Thou canst not tell *whence it cometh and whither it goeth.*

Compound noun clause, object of verb *canst tell.*

13. Archly the maiden smiled, and, with eyes overrunning with laughter, said, in a tremulous tone, "*Why don't you speak for yourself, John?*"

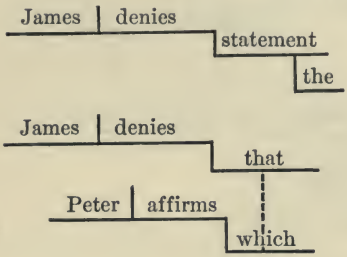
Noun clause, object of the verb *said.*

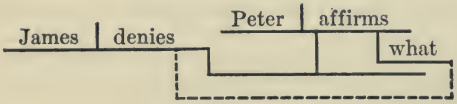
14. Priscilla asked John Alden *why he did not speak for himself.*

Noun clause, object of verb *asked.*

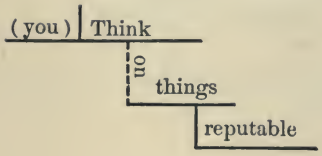
CXLIV. (Page 212)

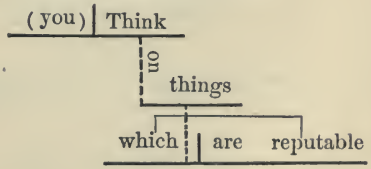
1. James denies { the statement. / that which Peter affirms. / what Peter affirms.

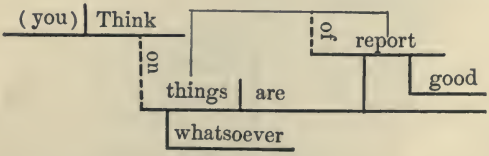




3. Think on { reputable things. / things which are reputable. / whatsoever things are of good report.



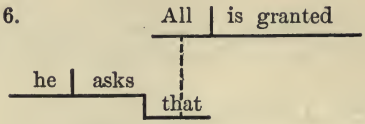


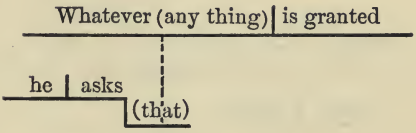


The clause, *whatsoever things are of good report*, is the object of the preposition *on*.

(Page 212)

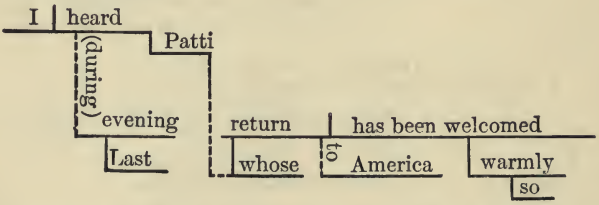
6.





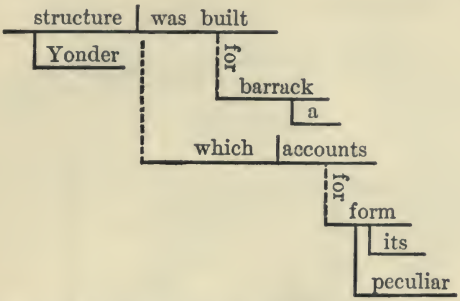
CXLVII. Exercise. (Page 216)

1. Last evening I heard Patti, whose return to America has been so warmly welcomed.



2. I have now heard one of the finest vocalists that have ever visited our city.

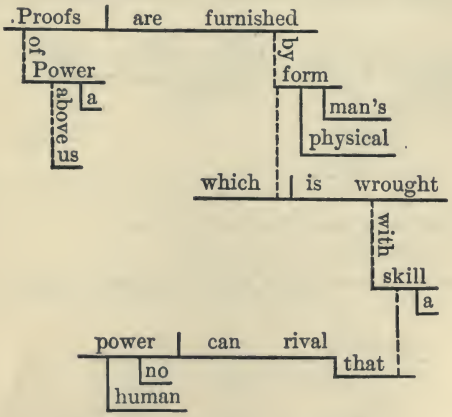
4. Yonder structure was built for a barrack, which accounts for its peculiar form.



The first clause is the antecedent of *which*.

(PAGE 217)

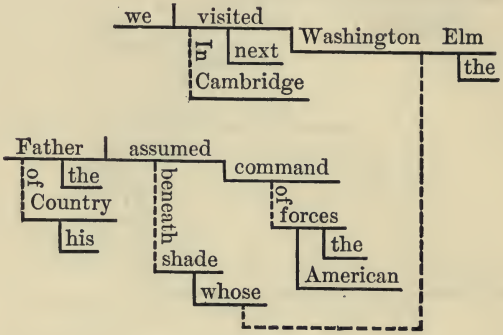
5. Proofs of a Power above us are furnished by man's physical form, which is wrought with a skill that no human power can rival.



A comma should be placed before the adjective clause *which is wrought with a skill that no human power can rival.*

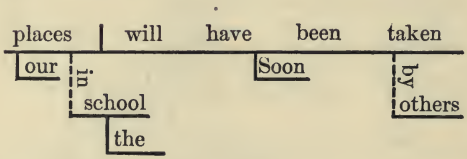
The verb *wrought* is part of the irregular verb *work* (see p. 144).

8. In Cambridge we next visited the Washington Elm, beneath whose shade the Father of his Country assumed command of the American forces.



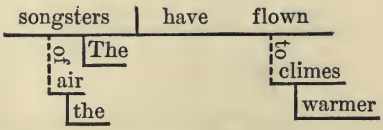
CLIII. Exercise. (Page 225)

1. Soon our places in the school will have been taken by others.



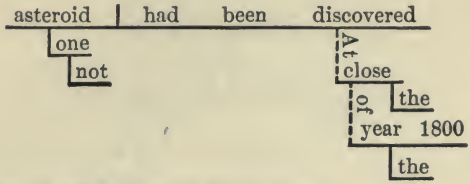
The verb phrase is future perfect in tense.

2. The songsters of the air have flown to warmer climes.



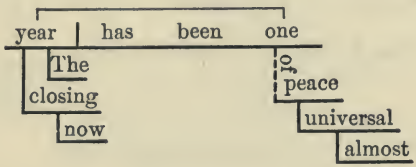
The verb phrase is present perfect in tense.

4. At the close of the year 1800 not one asteroid had been discovered.



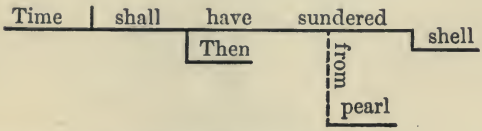
The verb phrase is past perfect in tense.

7. The year now closing has been one of almost universal peace.



The verb phrase is present perfect in tense.

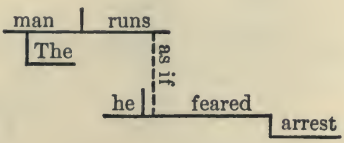
11. Then Time shall have sundered shell from pearl.



The verb phrase is future perfect in tense.

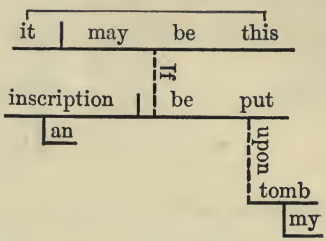
CLIV. Exercise. (Page 228)

1. The man runs as if he feared arrest.



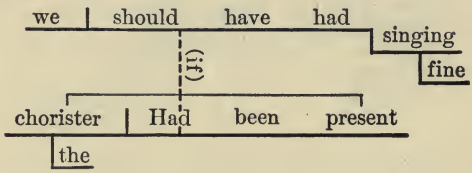
feared is subjunctive in form.

2. If an inscription be put upon my tomb, it may be this.



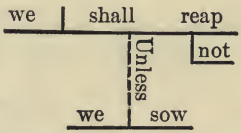
Be put (be placed) is subjunctive in form.

3. Had the chorister been present, we should have had fine singing.



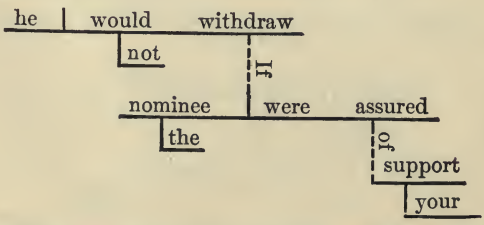
Had been is subjunctive in form and implies denial.

4. Unless we sow we shall not reap.



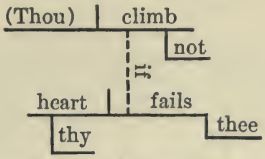
The verbs in the clauses are not subjunctive.

5. If the nominee were assured of your support he would not withdraw.

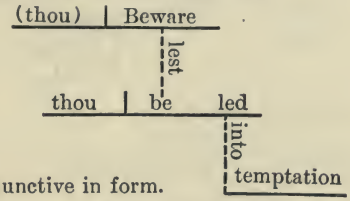


Were assured is subjunctive in form and expresses denial.

6. If thy heart fails thee, climb not.

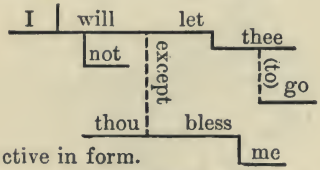


7. Beware lest thou be led into temptation.



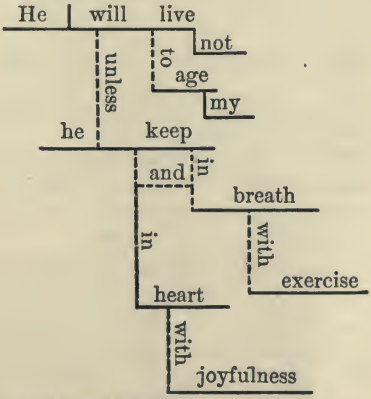
Be led is subjunctive in form.

8. I will not let thee go, except thou bless me.



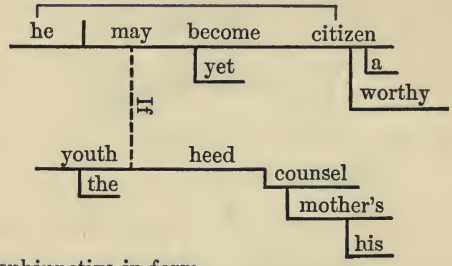
Bless is subjunctive in form.

9. He will not live to my age unless he keep in breath with exercise and in heart with joyfulness.



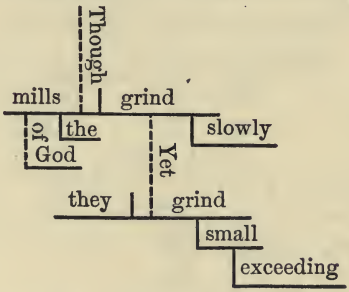
Keep is in the subjunctive form.

10. If the youth heed his mother's counsel, he may yet become a worthy citizen.



Heed is subjunctive in form.

11. Though the mills of God grind slowly,
Yet they grind exceeding small.



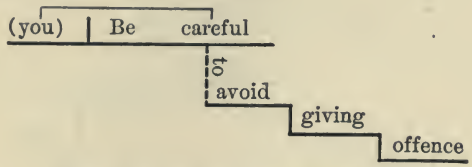
CLV. Exercise I. (Page 230)

1. To sin is *to suffer*. Complement of verb *is*.
2. He forgot *to write*. Object of verb *forgot*.
3. We are in haste *to begin*. Adjective modifying noun *haste*.
4. The horse is eager *to start*. Adverb modifying adjective *eager*.
5. You have a problem *to solve*. Adjective modifying noun *problem*.
6. You ought *to go*. Object of verb *ought*.
7. I am prepared *to hear* you. Adverb modifying verb *am prepared*.
8. He wished *to see* the end. Object of verb *wished*.
9. You were kind enough *to aid*. Adverb modifying adverb *enough*.
10. She longed *to reach* the child. Adverb modifying verb *longed*.
11. They saw the enemy (to) *advance*. Adjective modifying *enemy* (see p. 229 for omission of sign *to*).

12. Leaves have their time *to fall.* Adjective modifying *time.*
13. They had the good fortune *to escape.* Adjective modifying *fortune.*
14. The student has a license *to preach.* Adjective modifying *license.*
15. The cuckoo tried *to steal* the nest. Noun object of verb *tried.*
16. They can be trusted *to follow.* Adverb modifying verb *can be trusted.*
17. The committee have two plans *to offer.* Adjective modifying *plans.*
18. She is sad *to see* her sister failing. Adverb modifying adjective *sad.*
19. I have come *to hear* you (*to*) *sing. To hear* is an adverb modifying verb *come. To sing* is noun object of *to hear.*
20. Their efforts seem *to fail.* Adjective complement of verb *seem.*
21. Thou art glad *to find* thyself so strong. Adverb modifying adjective *glad.*
22. It seems sweet *to rest* upon the clover sod. Noun real subject of *verb.*

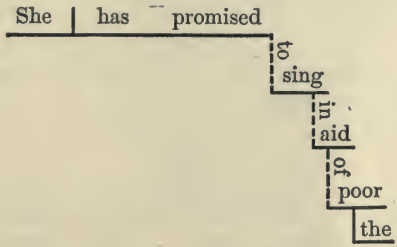
EXERCISE II. (PAGE 230)

1. Be careful to avoid giving offense.



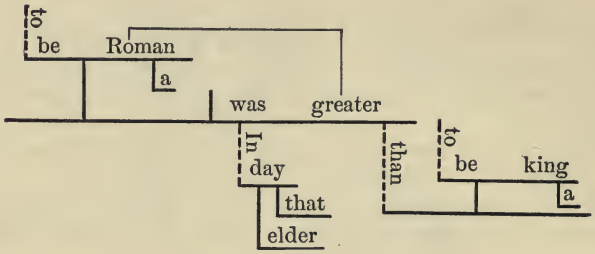
The sign of the infinitive (to) is a preposition, hence may be placed on the dotted line.

2. She has promised to sing in aid of the poor.

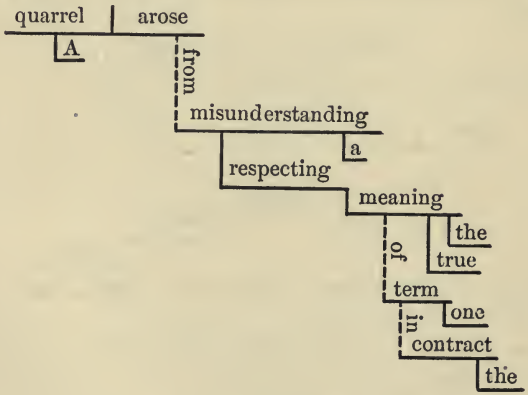


The infinitive *to sing* is the object of the verb *has promised.*

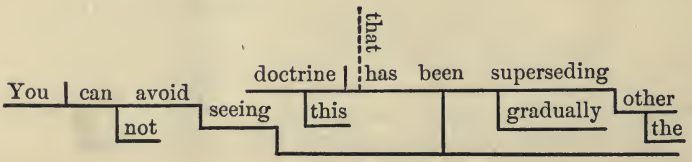
3. In that elder day, to be a Roman was greater than to be a king.



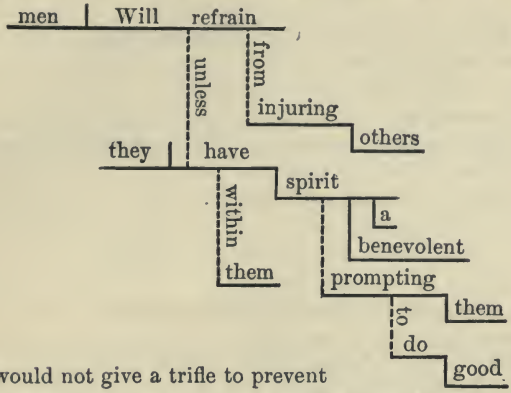
4. A quarrel arose from a misunderstanding respecting the true meaning of one term in the contract.



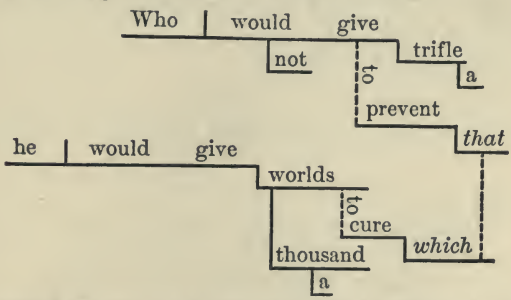
5. You cannot avoid seeing that this doctrine has been gradually superseding the other.



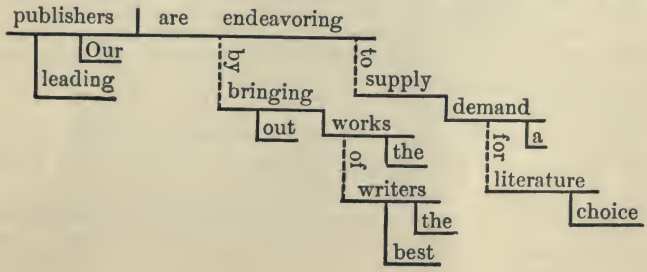
6. Will men refrain from injuring others unless they have within them a benevolent spirit prompting them to do good?



7. Who would not give a trifle to prevent
What he would give a thousand worlds to cure?



8. Our leading publishers are endeavoring to supply a demand for choice literature by bringing out the works of the best writers.



CLVI. Exercise. (Page 231)

1. These men were sent *to rule* a distant province.
   Adverb modifying verb *were sent.*
2. The law was framed *to prevent* injustice.
   Adverb modifying verb *was framed.*
3. Commodore Sampson is reported *to have destroyed* the Spanish fleet.
   Complement of verb *is reported.*
4. The sentinel was set *to guard* the gate.
   Adverb modifying verb *was set.*
5. *To do* a great deed may demand a great sacrifice.
   Noun subject of verb *may demand.*
6. Homer is supposed *to have been born* in Smyrna.
   Complement of verb *is supposed.*
7. Sympathy will open doors which all other keys fail *to unlock.*
   Adverb modifying verb *fail.*
8. The wheat crop of 1897 is estimated *to have been* the largest in the history of the world.
   Complement of verb *is estimated.*

Note. — The phrases *to have destroyed*, *to have been born*, and *to have been*, in 3, 6, and 8, are sometimes called *objects* retained in the passive.

CLVIII. Exercise I. (Page 240)

(Review Lesson CIX., page 161.)

1. You strove against your tempter.
2. Why does this man seek your harm?
3. You renew the kind service I had from you before.
4. The new piece tears away from the old garment.
5. You drove out the heathen; you planted them;
   You afflicted the people.
6. You have not let me know whom you will send.
7. When you were young you girded yourself and walked whither you would.
8. O daughter of Babylon, who are to be destroyed, happy shall he be that rewards you.

Exercise II

1. Thine own mouth condemneth thee.
2. Bread strengtheneth the heart of thy child.
3. The place where thou standest is holy ground.
4. Who art thou that judgest another?
5. The mustard seed shooteth up and throweth out great branches.
6. James, thou hast guided them well, and shalt conduct them to-morrow.
7. My brother, thou knewest this need of thy neighbor, yet didst not open thy hand to aid.

CLX. Exercise I. (Page 242)

1. I knew that it was *she.*
2. I knew it to have been *her.*
3. You thought it was *he.*
4. You thought it was to be *he.*
5. *Whom* did you see?
6. Was it *he* or *she?*
7. I know *whom* it was for.
8. They knew *who* it was.
9. I took it to be *him.*
10. We were sure that it was *she.*
11. Do you suppose it to be *them?*
12. Do you suppose that it is *they?*

Exercise II. (Page 243)

(*a*) 1. The general orders *him to retire.* Objective noun phrase.
2. I deem *that she is stricken.* Objective noun clause.
3. They feigned *themselves to be timid.* Objective noun phrase.
4. She conceived *that he had become a prince.* Objective noun clause.
5. Do you imagine *the clouds to be islands?* Objective noun phrase.
6. I fancy *her to be a countess.* Objective noun phrase.
7. You guess *that I am sixteen.* Objective noun clause.
8. I conjecture *him to be in trouble.* Objective noun phrase.
9. They hold *that we are their debtors.* Objective noun clause.

(*b*) 1. The general orders *that he retire.*
3. They feigned (pretended) *that they were timid.*
5. Do you imagine *that the clouds are islands?*
6. I fancy *that she is a countess.*
8. I conjecture *that he is in trouble.*

CLXI. Exercise. (Page 244)

(Italics indicate direct object, capitals indirect)

(*a*)

1. The gatekeeper refused *admittance* to THEM.
2. I will ask one *question* of YOU.
3. My brother will buy a *watch* for ME.
4. Did the secretary furnish *instructions* for YOU?
5. The merchant left a large *estate* to his CHILDREN.
6. The citizens gave a *banquet* to MINISTER LOWELL.
7. I will teach the *fear* of the Lord to YOU.
8. The prisoner's former blameless life will insure an early *pardon* for HIM.
9. Varied forms give a *charm* to LANGUAGE.
10. The orchard yielded an ample *return* to the FARMER.
11. The governor gave the *office* to HIM.

(*b*)

1. They were refused admittance by the gatekeeper.
   Admittance was refused them by the gatekeeper.
2. You will be asked one question by me.
   One question will be asked of you by me.
3. A watch will be bought for me by my brother.
   I shall have bought for me a watch by my brother.
4. Were you furnished with instructions by the secretary?
   Were instructions furnished you by the secretary?
5. His children were left a large estate by the merchant.
   A large estate was left by the merchant to his children.
6. Minister Lowell was given a banquet by the citizens.
   A banquet was given to Minister Lowell by the citizens.
7. You will be taught the fear of the Lord by me.
   The fear of the Lord will be taught you by me.
8. The prisoner will be insured an early pardon by his former blameless life.
   An early pardon will be insured the prisoner by his former blameless life.
9. Language is given a charm by varied forms.
   A charm is given to language by varied forms.
10. The farmer was yielded an ample return for his labor by the orchard.
    An ample return for his labor was yielded to the farmer by the orchard.

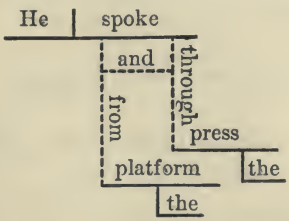
11. He was given the office by the governor.
    The office was given him by the governor.
12. Congress was sent a copy of the message by the President.
    A copy of the message was sent to Congress by the President.

CLXII. Exercise. (Page 246)

1. The judges proclaimed him *victor*. Objective attribute; noun appositive of *him*.
2. The club made Ellis *chairman*. Objective attribute; noun appositive of *Ellis*.
3. Jack has worn his shoes *thin*. Objective attribute; adjective modifying *shoes*.
4. Some call the boy precocious. Objective attribute; adjective modifying *boy*.
9. Constant fear makes the strongest *weak*. Objective attribute; adjective modifying *strongest*.
15. She makes the needy her *care*. Objective attribute; noun appositive of *care*.
19. God called the light *day*, and the darkness he called *night*. Objective attributes; nouns appositives of *light* and *darkness*, respectively.

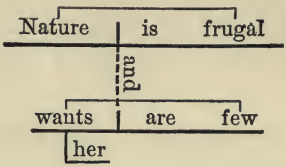
CLXVI. Exercise. (Page 251)

1. He spoke from the platform and through the press.



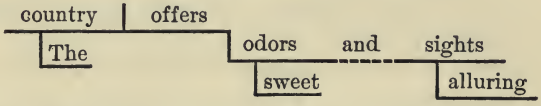
The verb *spoke* is modified by the compound adverbial element consisting of two phrases which are connected by the coördinate conjunction *and*.

2. Nature is frugal, and her wants are few.



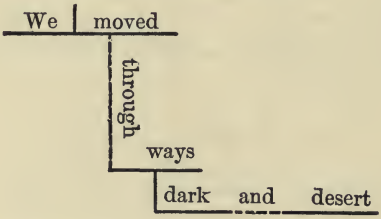
In this sentence independent propositions are coördinated by means of the coördinate conjunction *and*.

4. The country offers sweet odors and alluring sights.



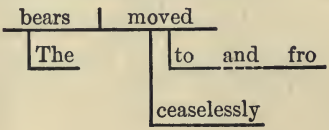
In this sentence the parts coördinated are the nouns, *odors* and *sights*, both objects of the verb *offers*.

6. We moved through dark and desert ways.

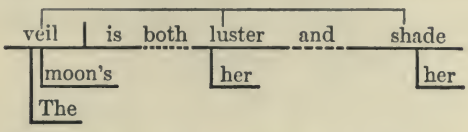


8. Bring lilies to altar and shrine.

9. The bears moved ceaselessly to and fro.

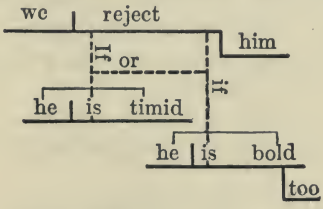


13. The moon's veil is both her luster and her shade.



Both — and are correlative conjunctions (p. 249).

14. If he is timid, or if he is too bold, we reject him.



CLXVII. Exercise. (Page 254)

1. No one doubts *that* the senator will be heard.
   Subordinate conjunction.
2. *Unless* we sow we shall not reap.
   Subordinate conjunction.
3. The culprit has been returned to the cell *whence* he escaped.
   Subordinate conjunction (conjunctive adverb).
4. Clara and (*a*) I were writing when (*b*) father arrived.
   (*a*) Coördinate conjunction. (*b*) Conjunctive adverb.
5. I will go *whither* Truth leads.
   Conjunctive adverb.
6. We reached a shelter *just as* the storm broke.
   Conjunctive adverb.
7. *As* this treaty consulted the good of the two parties, it was long preserved.
   Subordinate conjunction.
8. You should help this committee, since (*a*) the cause is worthy and (*b*) you have the means.
   (*a*) Subordinate conjunction. (*b*) Coördinate conjunction.

9. If *a* you will give me time, I will prove what *b* I said.
   (*a*) Subordinate conjunction. (*b*) Conjunctive pronoun.
10. Is thine eye evil because *a* I am good?
   (*a*) Subordinate conjunction.
11. The seed sprouted where *a* it fell. (*a*) Conjunctive adverb.

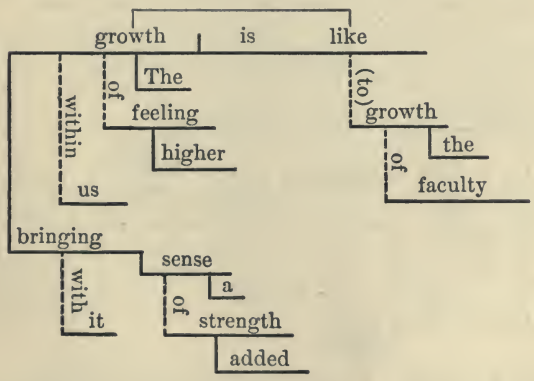
CLXXVI. Exercise. (Page 269)

1. Friends, Romans, countrymen, lend me your ears.
2. Why, Tommy Bancroft, didn't you know it was Sunday morning?
3. One thing alone was wanting — a new set of plumes.
4. In whatever we attempt, attention is of prime importance.
5. We had driven through the village, across the causeway, and up the ascent.
6. On the contrary, the cause of Freedom won.
7. "You wrong me," returned his companion.
8. Paul, the apostle to the Gentiles, stood on Mars Hill.
9. Nature reserves her most dazzling smiles for those who have earned them.
10. We were now at an elevation, from which we had a fine view of the city.
11. Jew, Venetian, Roman, and Spaniard, impelled by an insatiate desire for wealth, were urged on to discovery.
12. The miser grows rich by seeming poor; the extravagant man grows poor by seeming rich.
13. If thine enemy hunger, feed him; if he thirst, give him drink.
14. Some of the honeycomb flakes were of old date and a deep brown color; others were beautifully white.
15. And all the question (wrangle e'er so long) is this.
16. What is done for effect is seen to be done for effect; what is done for love is felt to be done for love.
17. Is't death to fall for Freedom's right?
    He's dead alone who lacks her light;
    And murder sullies in Heaven's sight
        The sword he draws.
    What can alone ennoble fight? —
        A noble cause!

18. They thought, foolish creatures, that it was meant for only those who preyed upon the conquered people.
19. And we miss our friends — Ah sadly enough! for we have none here.
20. "Come, Jim," said the Doctor (Jim was his servant), "we must ride to the village."
21. "Water, water!" said the grain,
With its yellow head on high;
And the spreading fertile plain,
Ripening, joined the swelling cry;
"Water for the grains of gold, —
Wealth untold."

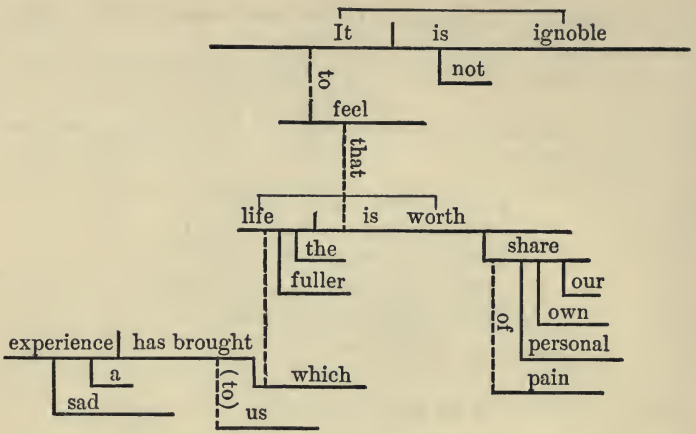
CLXXIX. (Page 271)

1. The growth[1] of higher feeling within[19] us[3] is[12] like[18] the growth of faculty,[3] bringing[11] with[19] it[3] a sense of added[11] strength.



Bringing is a verbal adjective. *Like* is a predicate adjective.

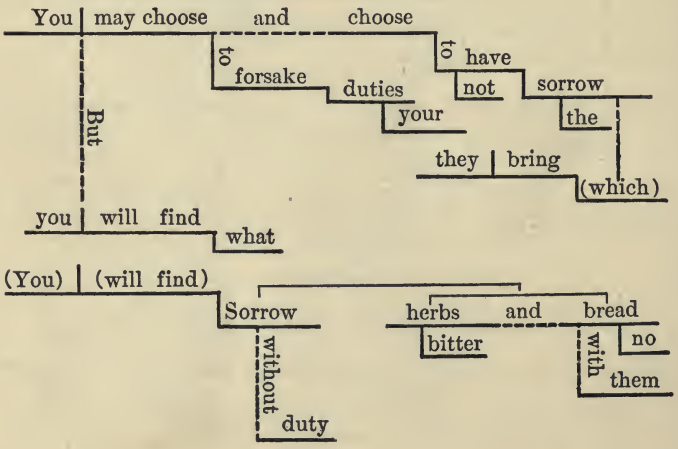
2. It is not ignoble[11] to feel[16-7] that[21] the fuller life which[2-21] a sad experience has brought us[3] is worth[11] our own personal share of pain.



To feel is used as a noun explanatory of the expletive *it*.

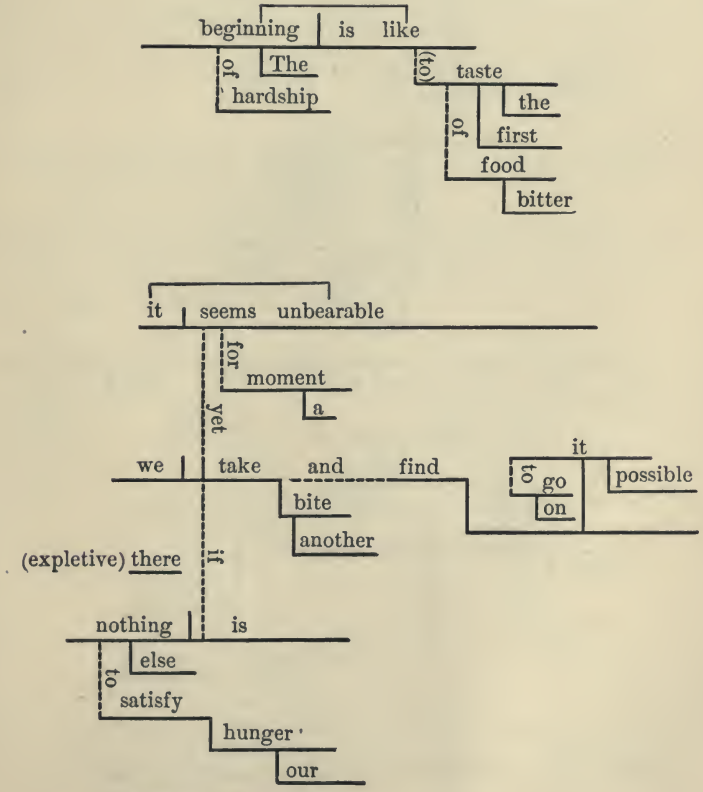
3. You may choose (12) to forsake (2) your duties, (2) and choose (12) not to have (2) the sorrow (2) they bring. But what (2) will you find? Sorrow (2) without duty, bitter herbs and no (11) bread with them.

(The phrase "bitter herbs and no bread with them" is in apposition with "sorrow without duty.")

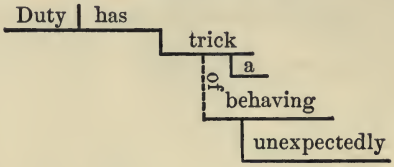


4. The beginning$_{1}$ of hardship is like$_{18}$ the first taste of bitter food, — it seems$_{12}$ for a moment unbearable$_{11}$; yet$_{20}$, if there is nothing$_{1}$ else$_{18}$ to satisfy$_{11}$ our hunger$_{2}$, we take another bite, and find it possible$_{11}$ to go$_{18}$ on$_{18}$.

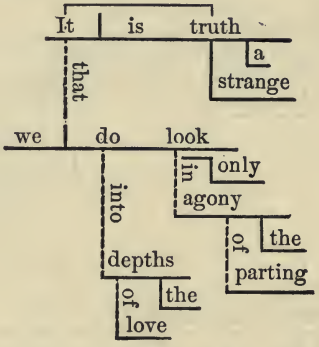
(Page 271)



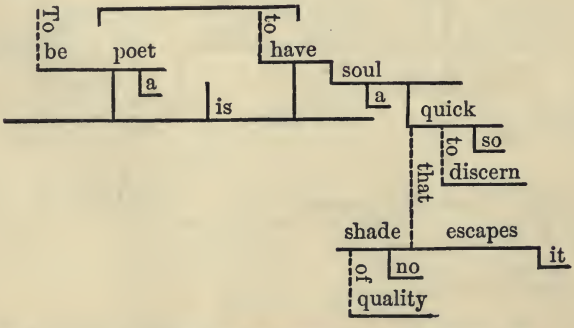
5. Duty has a trick of behaving unexpectedly.



6. 'Tis a strange truth that only in the agony of parting do we look into the depths of love.

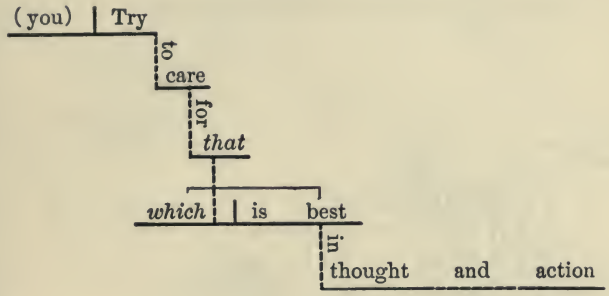


7. To be a poet is to have a soul so quick to discern that no shade of quality escapes it.



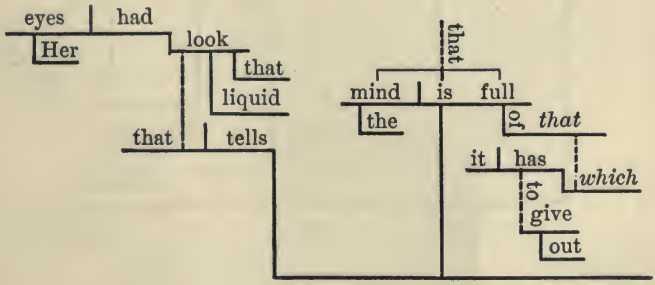
Poet is in the nominative case after the infinitive *to be*.

8. Try to care for what is best in thought and action.
16-2 3-1 11



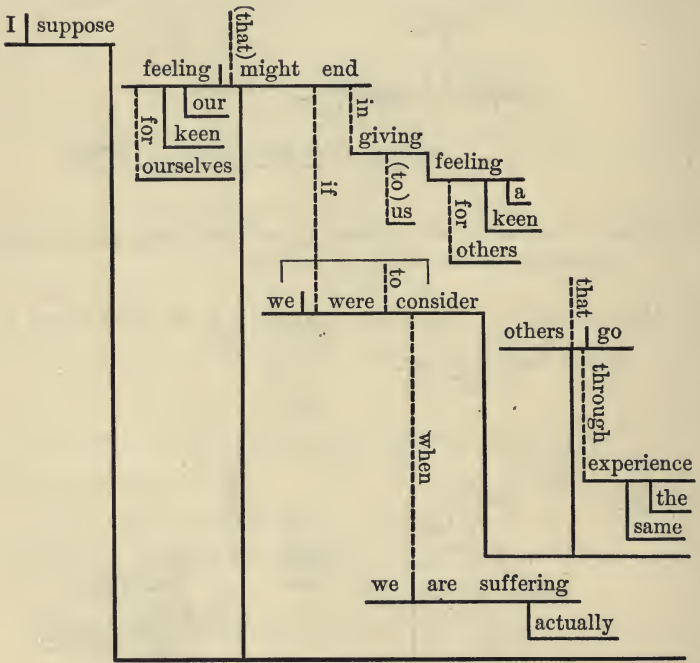
What is equivalent to *that which* (page 198); hence, is object of preposition *for* and subject of verb *is*.

9. Her eyes had that liquid look that tells that the mind is full of what it has to give out.
4 12 11 1-21 21 3-2 17-11



The various uses of *that* are well illustrated in this sentence. Study the uses of *that* on page 258 of Grammar and compare with the uses here exemplified.

10. I suppose our keen feeling for ourselves might end in giving us a keen feeling for others, if, when we are suffering actually, we were to consider that others go through the same experience.

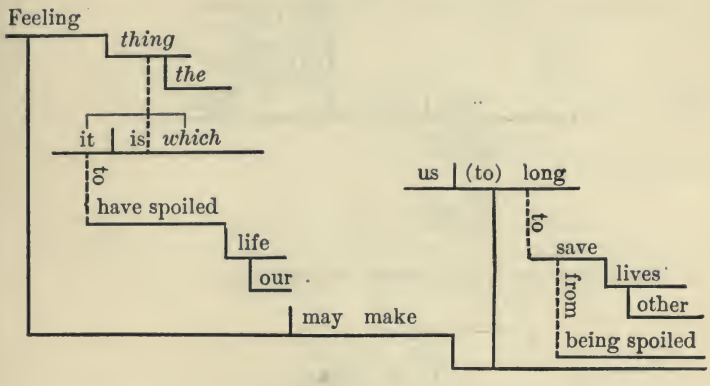


Everything which follows the verb *suppose* is the object of *suppose*, and what follows *to consider* is its object.

To consider is used as a predicate adjective.

Us is the indirect object of the participle *giving*.

11. Feeling what it is to have spoiled our life may well make us long to save other lives from being spoiled.

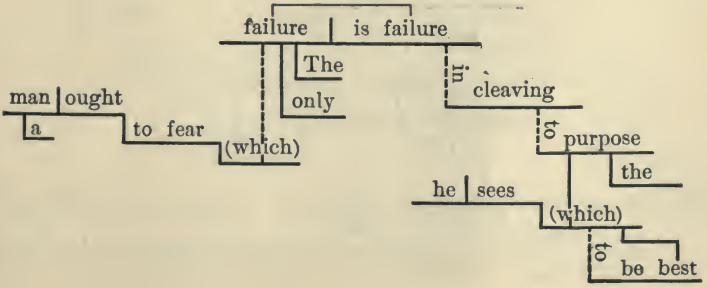


Us, though in the objective case after *may make*, is called the subject of the infinitive (page 242).

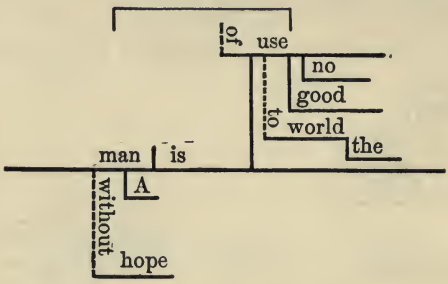
To have spoiled is a perfect infinitive, used as a noun attribute of *it*.

Being spoiled is a compound participle, used as the object of the preposition *from*.

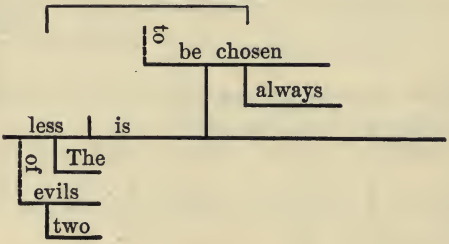
12. The only failure a man ought to fear is failure in cleaving to the purpose he sees to be best.



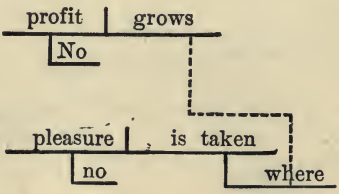
13. A man without hope is of no good use to the world.



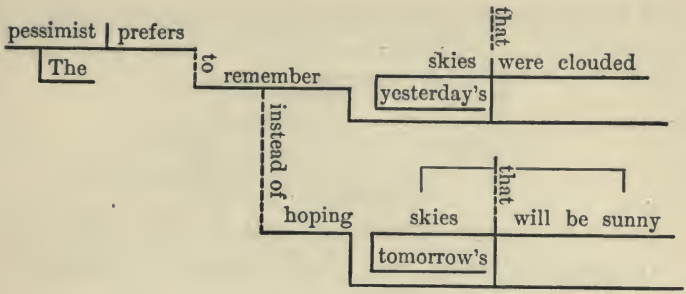
14. The less of two evils is always to be chosen.



15. No profit grows where is no pleasure taken.
18–21



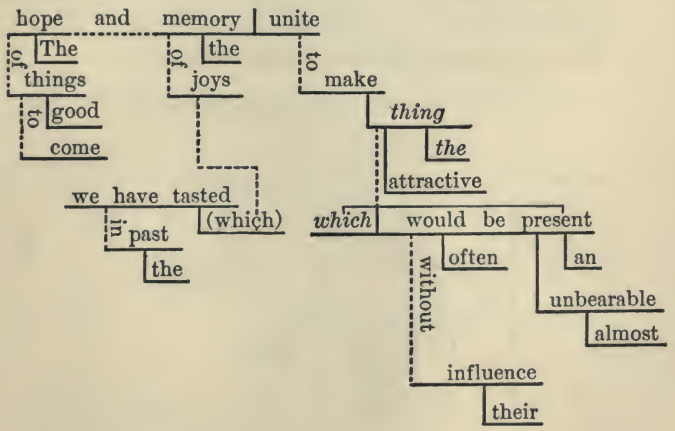
16. The pessimist, instead of (19) hoping (16–3) that to-morrow's skies will be (12) sunny (12), prefers (12) to remember (16–2) that yesterday's skies were clouded. (4)



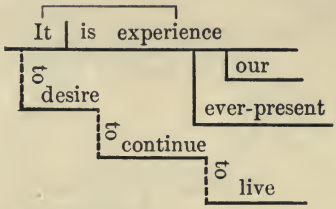
The infinitive *to remember* has a clause for its object.
Hoping as a verbal noun is the object of the preposition *instead of;* as a verb it has a clause for its object.

(PAGE 271)

17. The hope of good things to come, and the memory of joys we
11
have tasted in the past, unite to make attractive what would
12 12 18 2-21
without their influence often be an almost unbearable present.
18

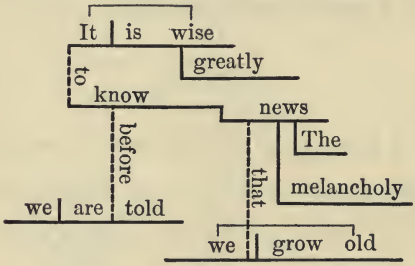


18. It is our ever-present experience to desire (7) to continue (2) to live. (2)



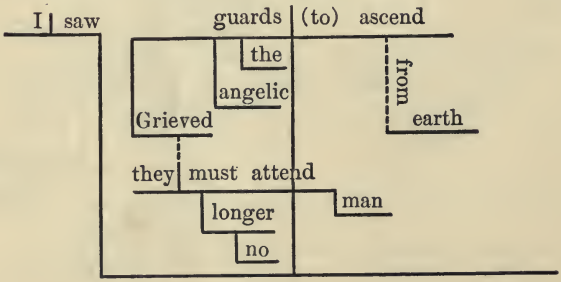
It being an expletive serves merely to introduce the predicate.

19. 'Tis greatly wise (11) to know (7), before we're told
The melancholy news (2), that (21) we grow old.



Grow is here synonymous with *become;* hence is an incomplete intransitive verb, and *old* is a predicate adjective.

20. I saw (12) the angelic (11) guards from earth ascend,
Grieved (11) they must now (18) no (18) longer (18) man attend.

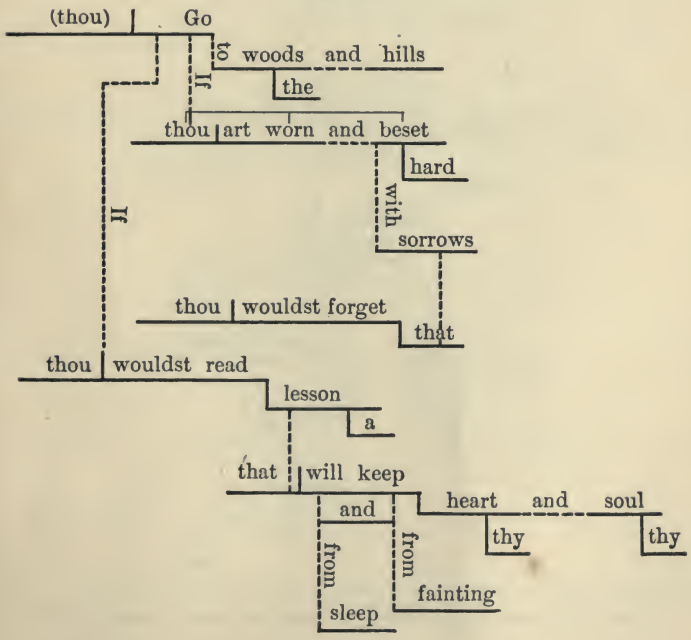


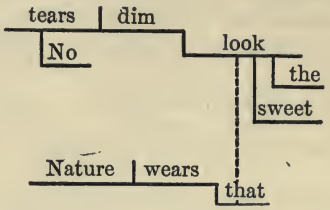
After *saw*, *to*, the sign of the infinitive, is usually omitted.

The noun *guards*, although object of the verb *saw*, is also called the subject of the infinitive *to ascend* (p. 242).

21. If thou art worn and hard beset,
(21) (11) (18) (11)
With sorrows that thou wouldst forget,
(2-21) (12)
If thou wouldst read a lesson that will keep
Thy heart from fainting, and thy soul from sleep,—
(16-3)
Go to the woods and hills! No tears
(12)
Dim the sweet look that nature wears.
(2-21)

(PAGE 272)

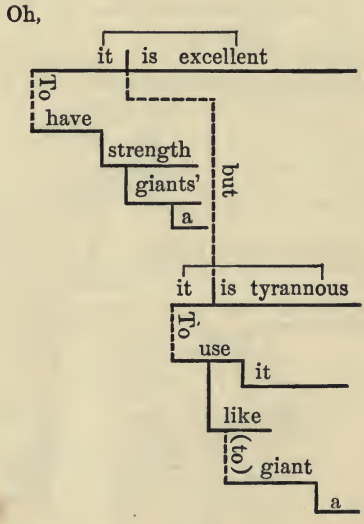




22. Oh, it is excellent
22

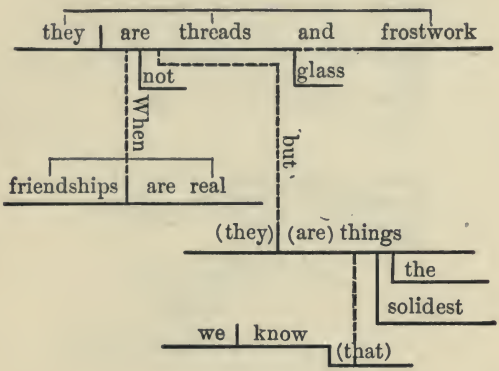
To have a giant's strength; but it is tyrannous
7 4

To use it like a giant.
7 18

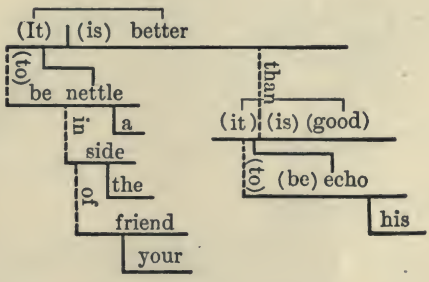


The infinitives *to have* and *to use* are here nouns, appositives of *it*.

23. When friendships are real, they are not glass threads and frostwork, but the solidest things we know.

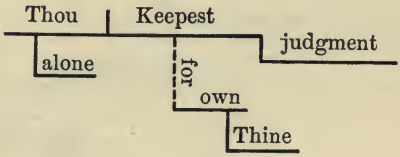


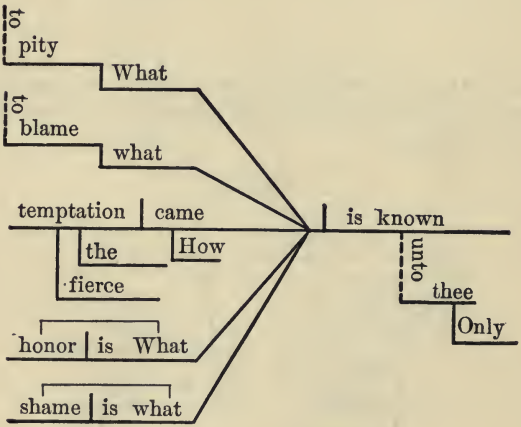
24. Better be a nettle in the side of your friend than his echo. (It is) better (to) be a nettle in the side of your friend than (it is to be) his echo.



Nettle and *echo* are both in the nominative case after the infinitive *to be*.

25. Thou *alone*
Keepest judgment for Thine (4) own:
Only (11) unto thee is known
What (2) to pity, what (2) to blame;
How (18) the fierce temptation came;
What (6) is honor, what is shame.

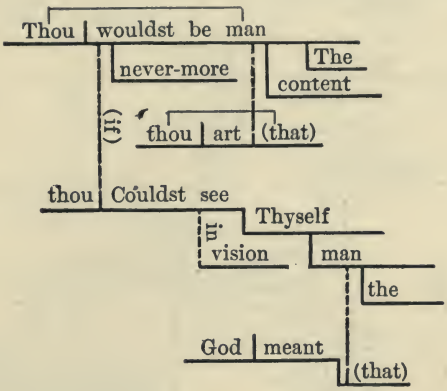




It is the custom to use the singular form of the verb with compound subjects that are composed of phrases or clauses; hence *is known* instead of *are known*.

Alone is used in the sense of *only;* hence is an adjective in this case.

26. Couldst thou in vision see
Thyself the man God meant,
Thou never more wouldst be
The man thou art, content.



Couldst thou see, etc., is equivalent to *if thou couldst see*, and is subjunctive in mode, expressing an unreal condition (p. 225).

Thyself, *the man* God meant. *Man* is an appositive of thyself (p. 245).

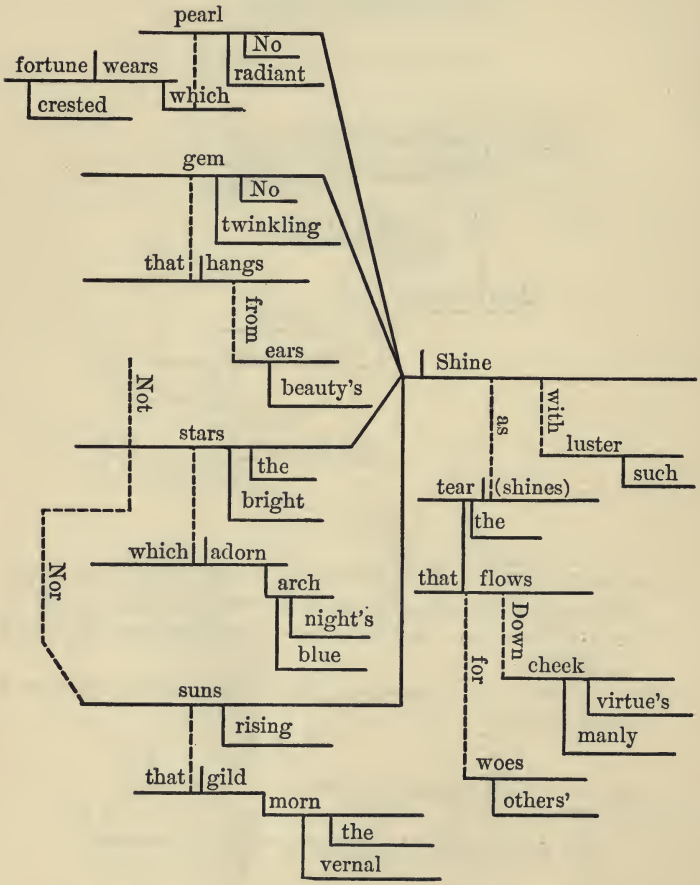
The two words, *never more*, are often combined and used as a single adverb.

27. No radiant pearl which crested fortune wears,
No gem that twinkling hangs from beauty's ears,
Not the bright stars which night's blue arch adorn,

Nor rising suns that gild the vernal morn,
20 1-21

Shine with such luster as the tear that flows
12 18-21

Down virtue's manly cheek for others' woes.
4



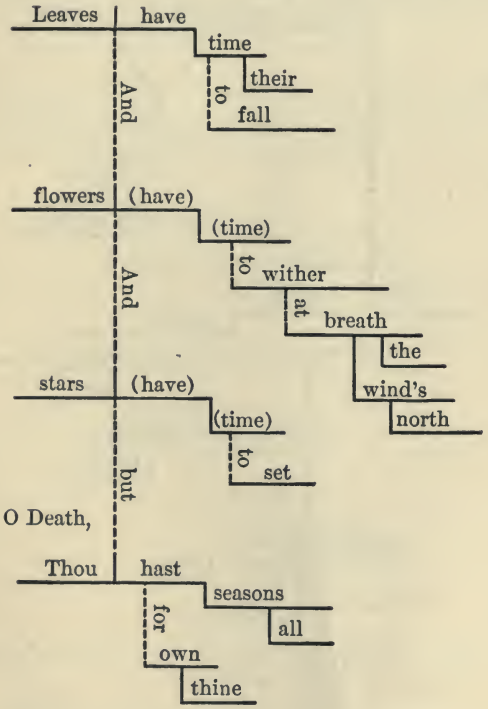
Not stands for *neither;* hence is correlative conjunction.

28. Leaves have their time to fall,
17-11

And flowers to wither at the north wind's breath,
17-11 19

And stars to set; but all,
17-11 20

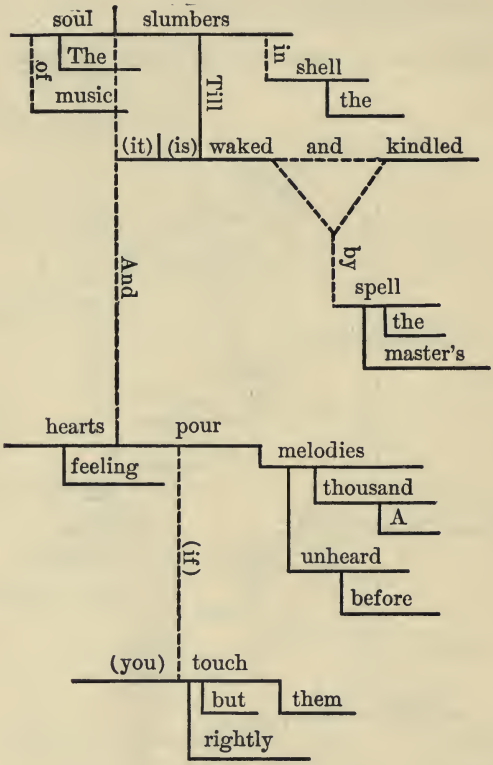
Thou hast all seasons for thine own, O Death.
11 22 5



29. The soul of music slumbers in the shell
Till waked and kindled by the master's spell;
21

And feeling hearts, touch them but rightly, pour
11 18 18

A thousand melodies unheard before.
11 18

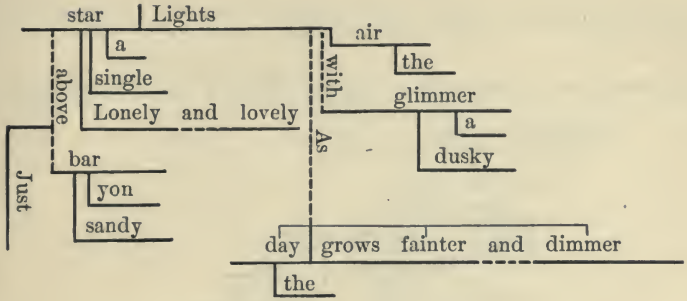


30. Just above yon sandy bar
18

As the day grows fainter and dimmer,
18-21

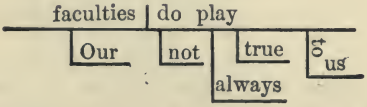
Lonely and lovely, a single star

Lights the air with a dusky glimmer.

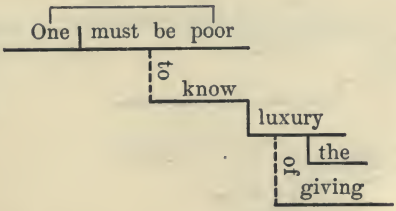


Although *above* is here a preposition, it retains something of its adverbial nature, and is modified by the adverb *just*.

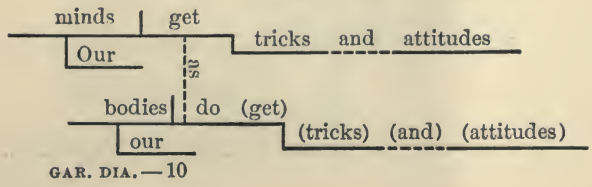
31. Our faculties do not always play us true.
3



32. One must be poor to know the luxury of giving.

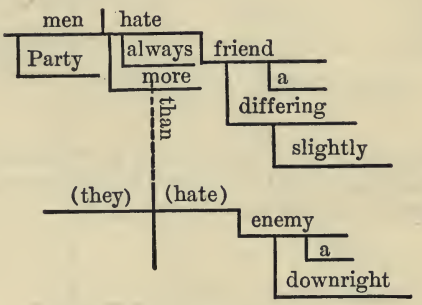


33. Our minds get tricks and attitudes, as our bodies do.
18-21 11

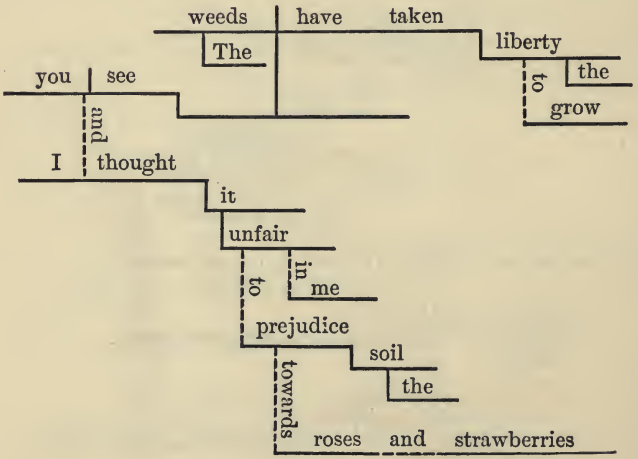


(Page 273)

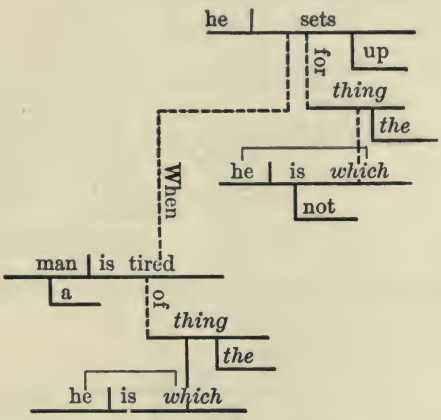
34. Party men always hate a slightly differing friend more than a downright enemy.
18 18 21 11



35. The weeds, you see, have taken the liberty to grow, and I thought it unfair in me *to prejudice* the soil towards roses and strawberries.

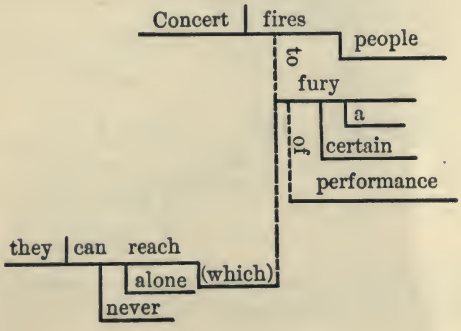


36. When a man is tired of what he is, by a natural perversity he sets
6–21
up for what he is not.

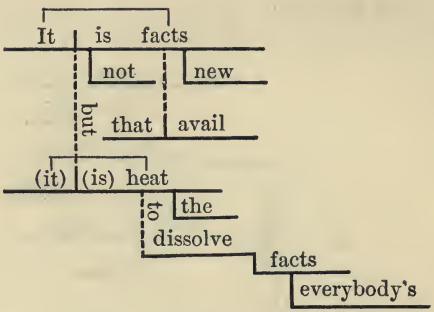


What is equivalent to *the thing which.*

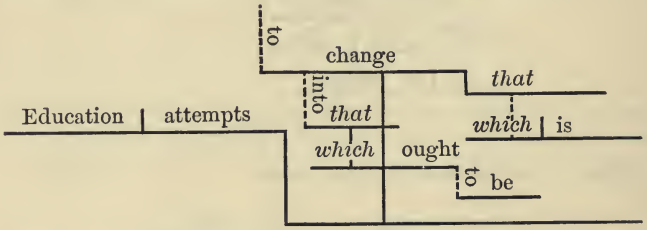
37. Concert fires people to a certain fury of performance they can never reach *alone.*



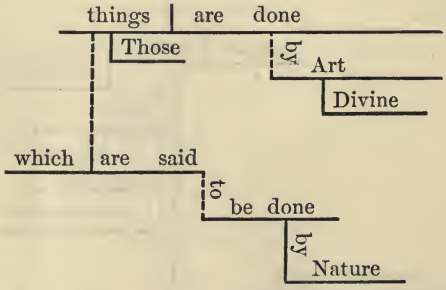
38. 'Tis not new facts that avail, but the heat to dissolve everybody's facts.



39. Education attempts to change what is into what ought to be.

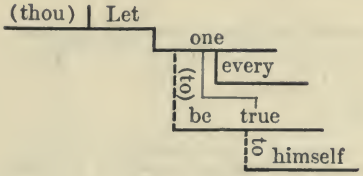


40. Those things which are said to be done by Nature are done by Divine Art.



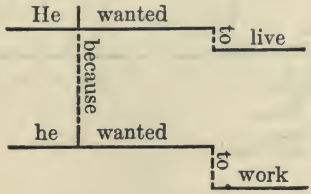
To be done is the present passive infinitive (p. 239) used as object of the passive verb *are said*.

41. Let every one be true to himself.

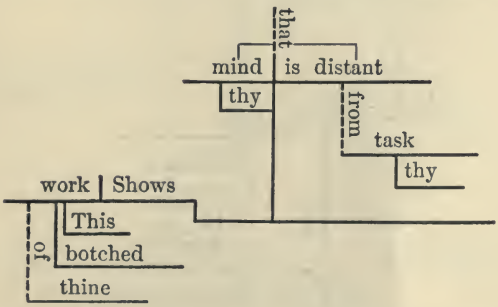


True is an adjective complement of the infinitive *to be*. *To be* merely introduces the complement *true*. This use of the infinitive is idiomatic.

42. He wanted to live because he wanted to work.
16-2 21 16-2

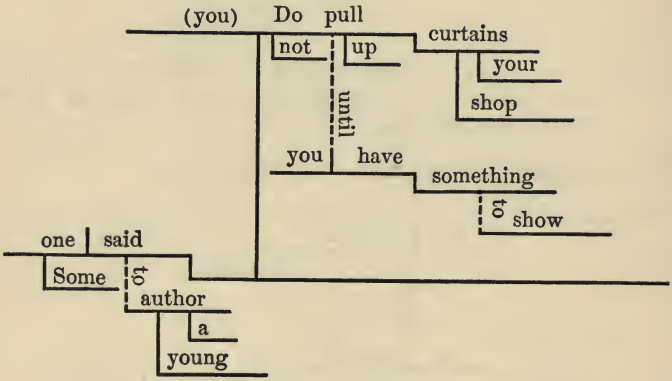


43. This botched work of thine
3-4
Shows that thy mind is distant from thy task.

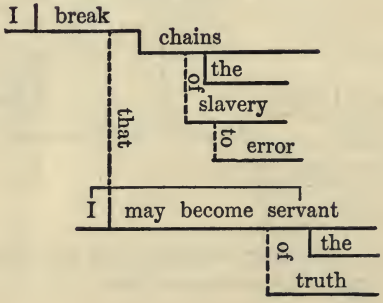


Thine denotes possession and has at the same time the construction of a noun in the objective case.

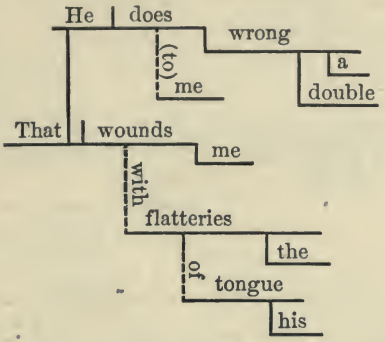
44. Some one said to a young author, "Do not pull up your shop curtains until you have something to show."



45. I break the chains of slavery to error, that I may become the servant of truth.

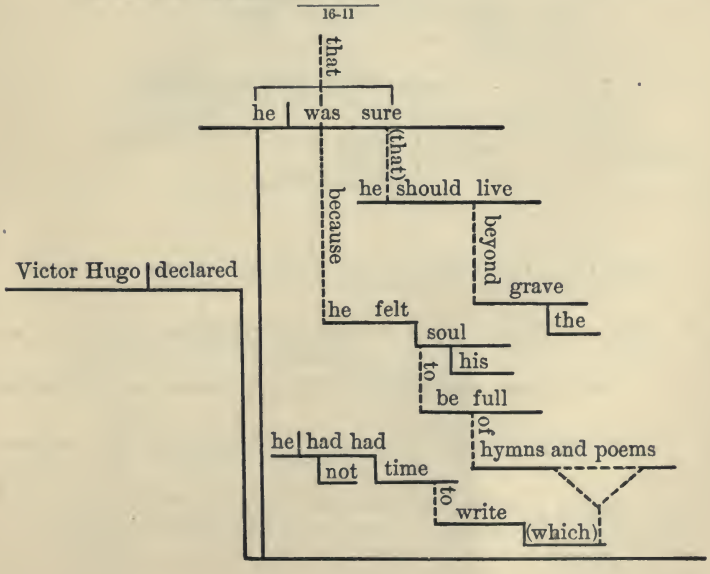


46. He does me a double wrong
That wounds me with the flatteries of his tongue.

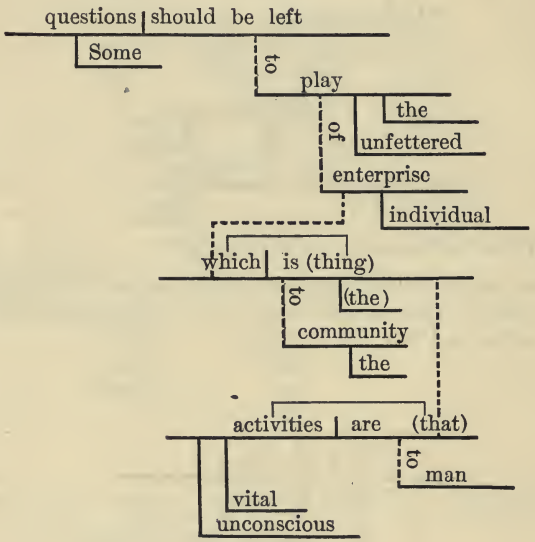


Me is the indirect object of *does* (p. 243).

47. Victor Hugo declared that he was sure he should live beyond the grave, because he felt his soul to be full of hymns and poems he had not had time to write.

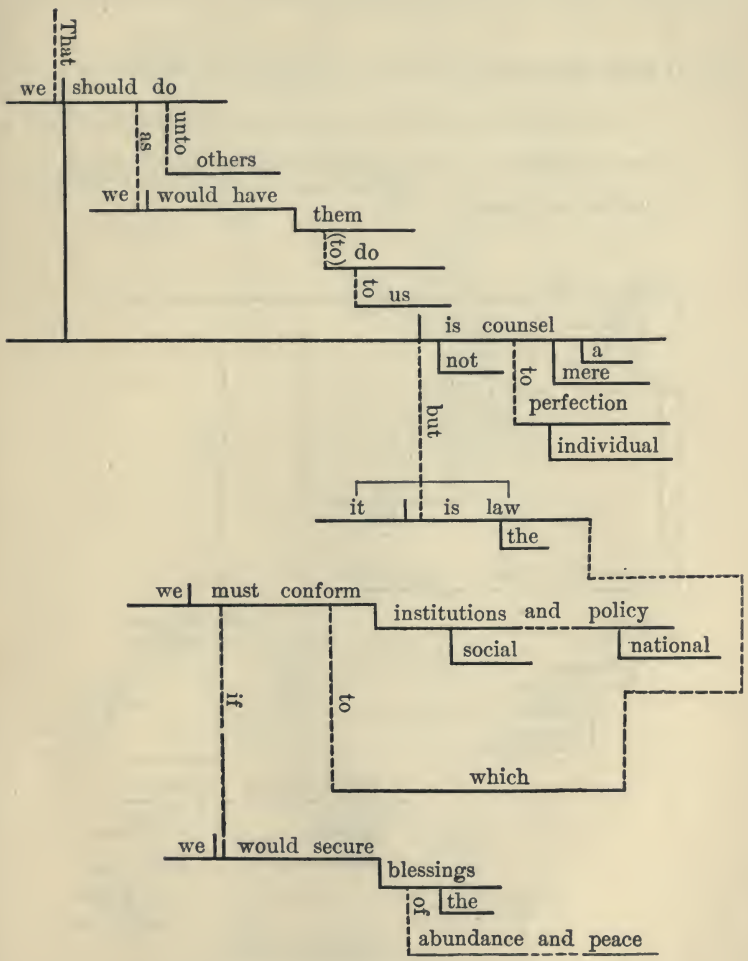


48. Some questions should be left to the unfettered play of individual enterprise, which is to the community what unconscious vital activities are to man.



Should be left is passive in form, potential in mode.

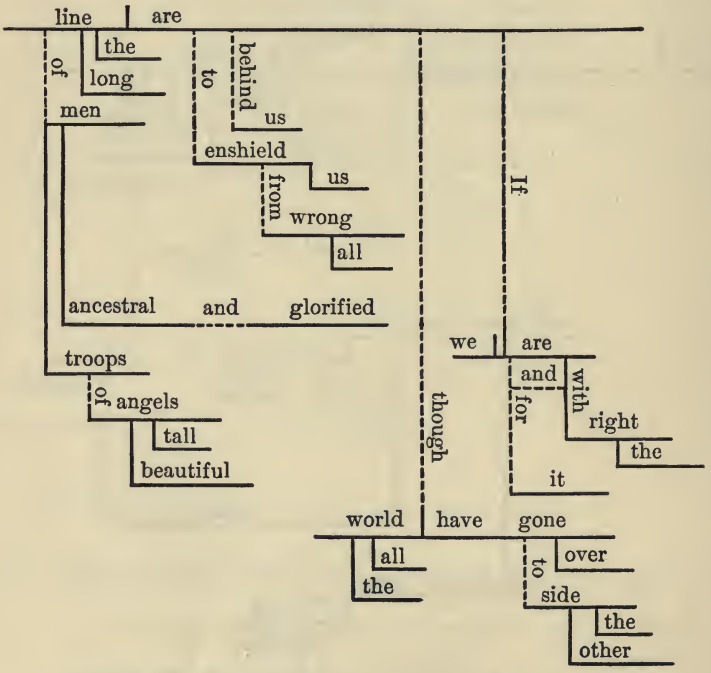
49. That we should do unto others as we would *have* them do to us, is not a mere counsel to individual perfection, but it is the law to which we must conform social institutions and national policy, if we would secure the blessings of abundance and peace.



That is an introductory conjunction. *Should do* is potential in mode.

(Page 274)

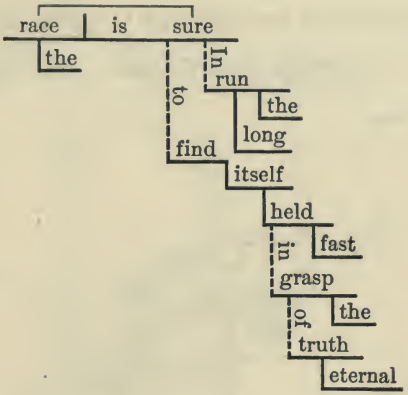
50. If we are with the right and for it, though all the world have gone
21 12
over to the other side, the long line of ancestral and glorified men are behind us, — troops of beautiful, tall angels, to enshield
7 17-11
us from all wrong.



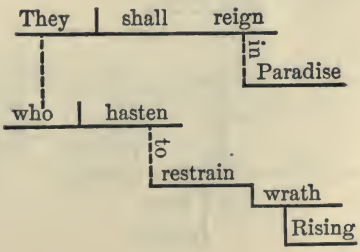
Though is a conjunction used to introduce a clause containing a verb in the subjunctive mode (p. 226).

Have gone is present in tense, subjunctive in mode.

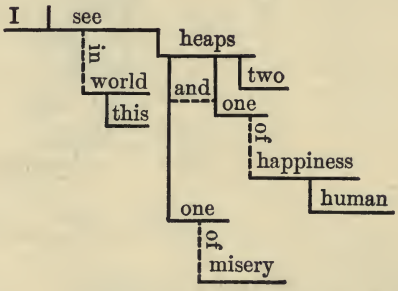
51. In the long run, the race is sure to find itself held fast in the grasp
(17-18) (2) (18)
of eternal truth.
(11)



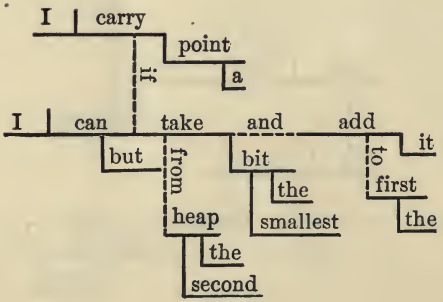
52. They who hasten to restrain
(17-18)
Rising wrath, in Paradise shall reign.
(11)

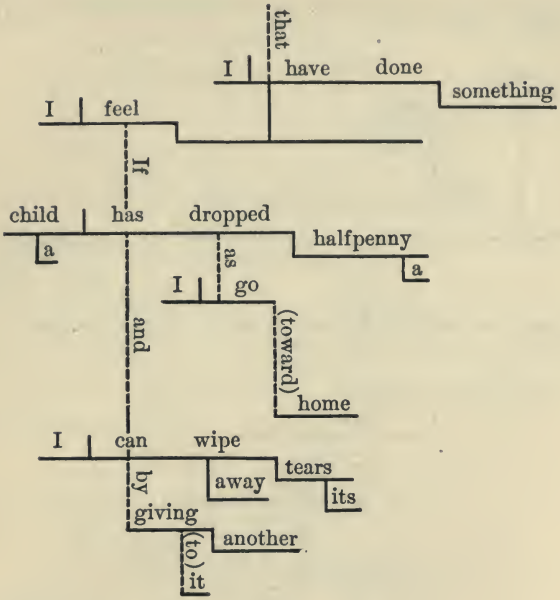


53. I see, in this world, two heaps, — one of human happiness and
(11) (7)
one of misery; now, if I can take but the smallest bit from the
(7)
second heap and add it to the first, I carry a point. If, as I go home, a child has dropped a halfpenny, and, by giving it another, I can wipe away its tears, I feel that I have done something.



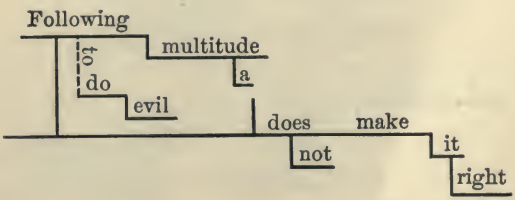
Now,



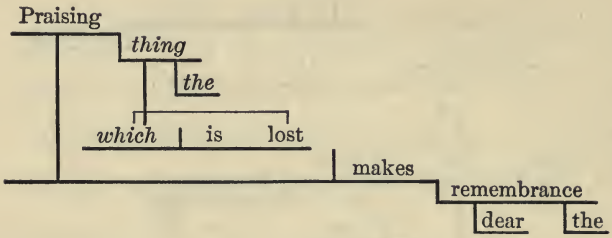


Now is an adverb used independently.

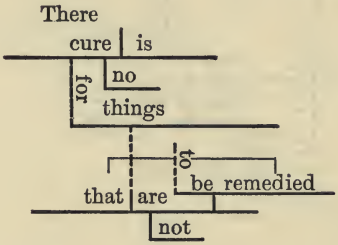
54. Following a multitude to do evil does not make it right.
16-1 17-18



55. Praising what is lost makes the remembrance dear.
16-1 2-21

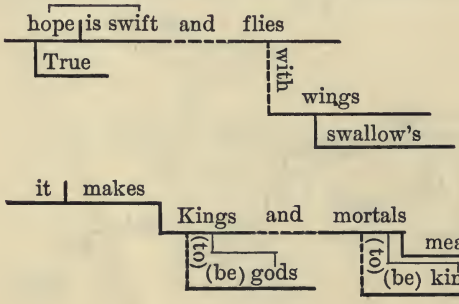


56. There is no cure for things that are not to be remedied.
18 1-21 17-11

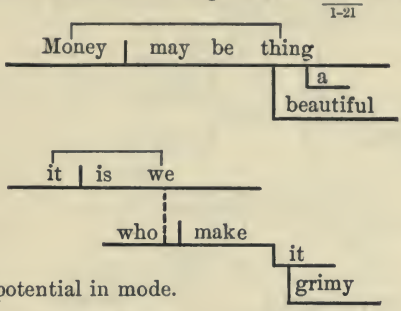


There is an expletive. *Is*, here, is equivalent to *exists*. *To be remedied* is an adjective complement of the verb *are*.

57. True hope is swift, and flies with swallow's wings;
Kings it makes gods, and meaner mortals kings.

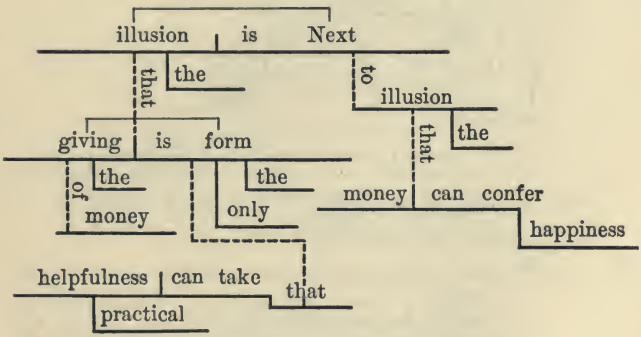


58. Money may be a beautiful thing: it is we who make it grimy.



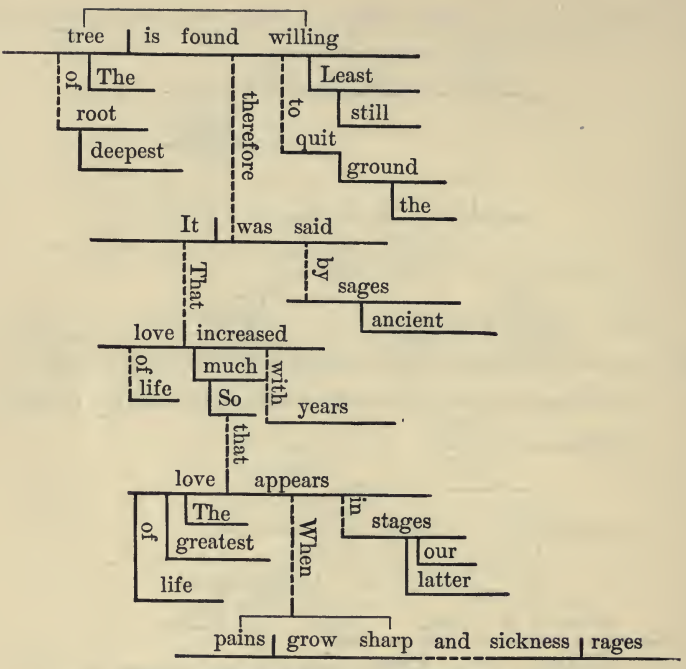
May be is potential in mode.

59. Next to the illusion that money can confer happiness, is the illusion that the giving of money is the only form that practical helpfulness can take.

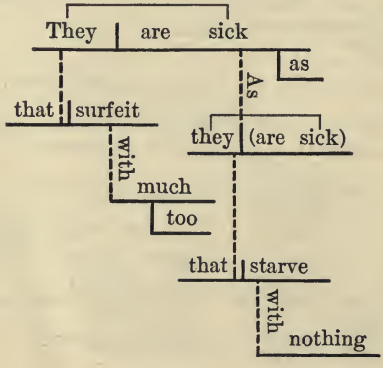


Can confer and *can take* are in the potential mode.

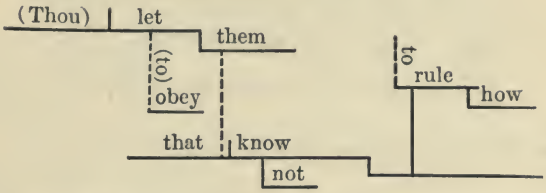
60. The tree of deepest root is found
Least willing still to quit the ground;
'Twas therefore said by ancient sages
That love of life increased with years,
So much that in our latter stages
When pains grow sharp and sickness rages,
The greatest love of life appears.



61. They are as sick that surfeit with too much,
1-21 12 11 3
As they that starve with nothing.
18-21

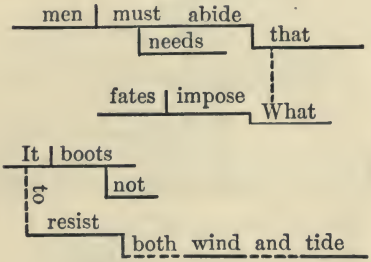


62. Let them obey that know not how to rule.
16 1-21 16-2



To, the sign of the infinitive, is often omitted after the verb *let*.

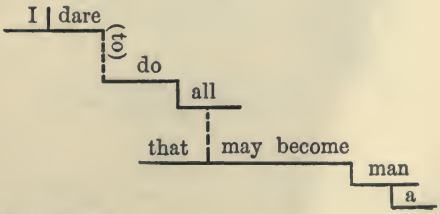
63. What fates impose, that men must needs abide;
18
It boots not to resist both wind and tide.
16-7



Needs is an old possessive form of need, meaning necessarily; hence, is an adverb.

To resist both wind and tide explains the expletive *it*.

64. I dare do all that may become a man.
16



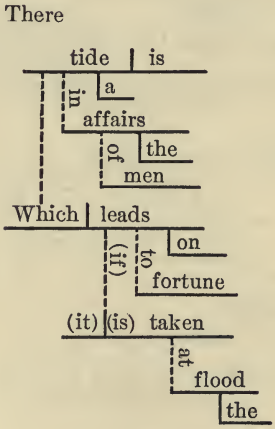
65. There is a tide in the affairs of men,

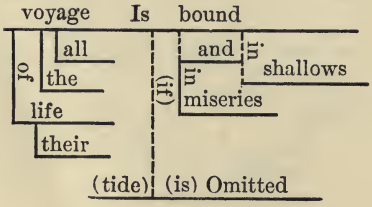
Which, taken at the flood, leads on to fortune;

Omitted, all the voyage of their life

Is bound in shallows and in miseries.

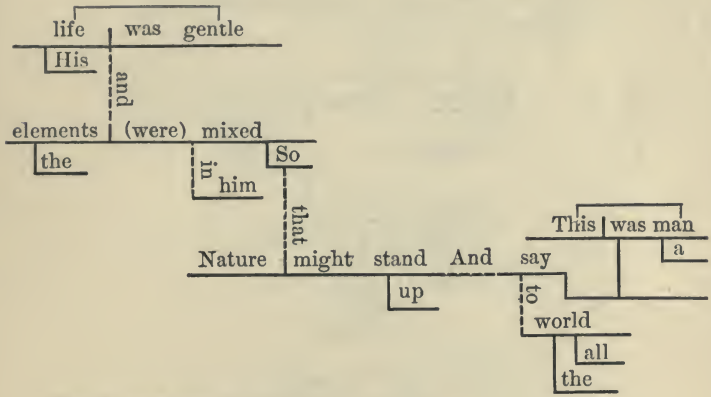
There, expletive. *Is*, here, is equivalent to *exists*.





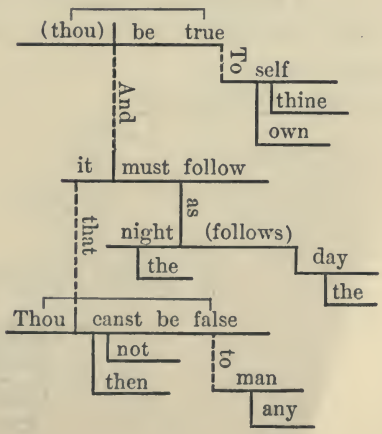
The word *omitted* stands for the clause *if the tide is omitted.*

66. His life was gentle; and the elements
So mixed in him, that Nature might stand up
And say to all the world, "This was a man."



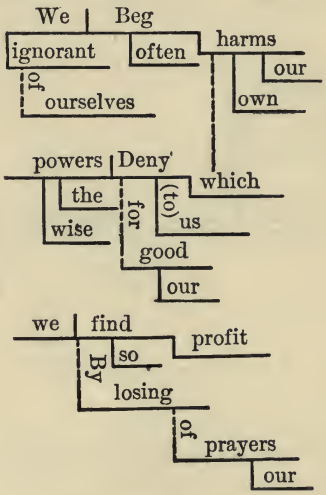
This is an adjective pronoun.

67. To thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man.

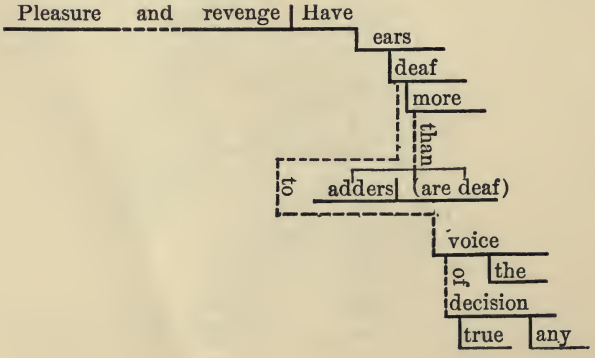


(Page 275)

68. We, ignorant of ourselves,
Beg often our own harms, which the wise powers
Deny us *for* our good; so find we profit
By losing of our prayers.



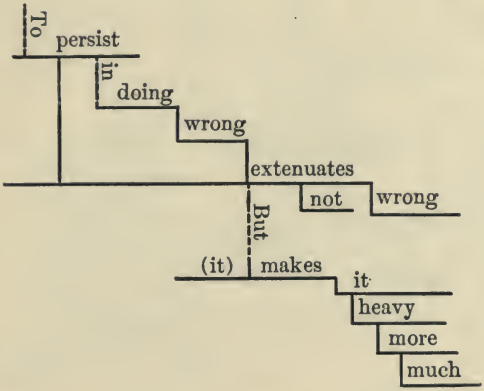
69. Pleasure and revenge
Have ears more deaf than adders to the voice
2
Of any true decision.



70. To persist

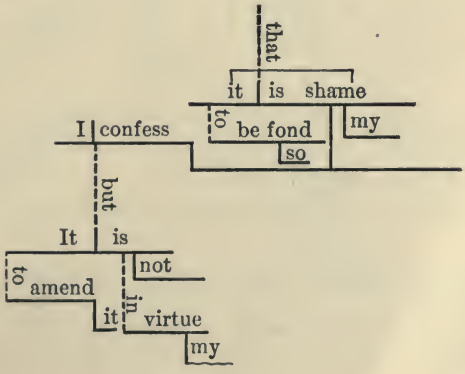
In doing wrong extenuates not wrong,
16-3 2

But makes it much more heavy.
18

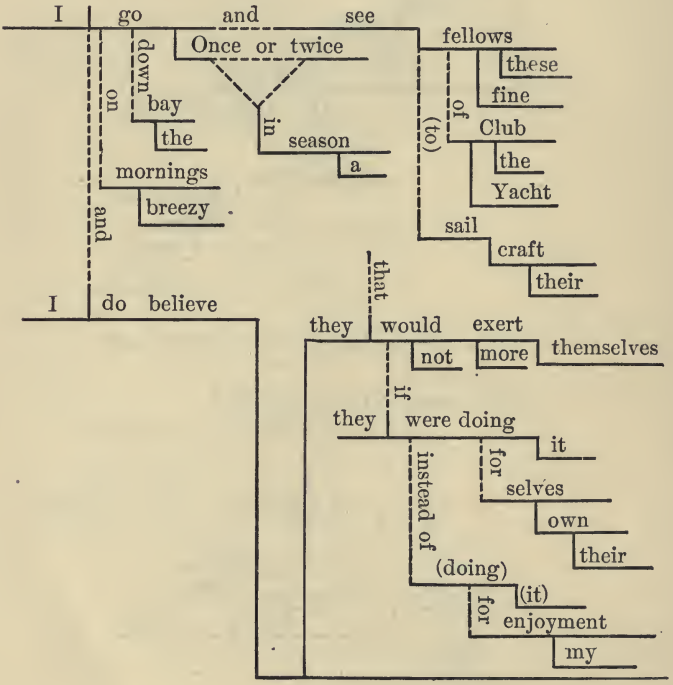


71. I confess it is my shame to be so fond; but
1 6 16-7

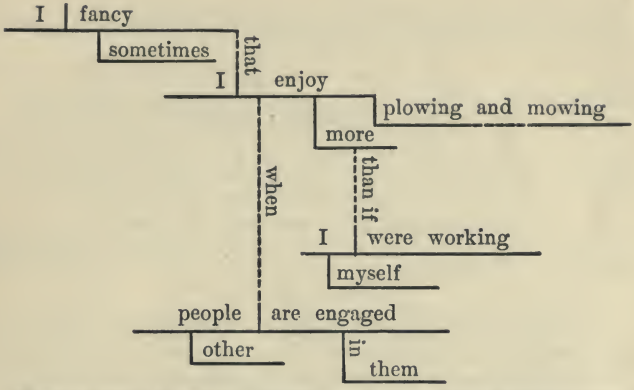
It is not in my virtue to amend it.
16-7



72. Once or twice in a season I go down the bay, on breezy mornings, and see these fine fellows of the Yacht Club sail their craft; and I do believe that if they were doing it for their own selves, instead of for my enjoyment, they would not exert themselves more.

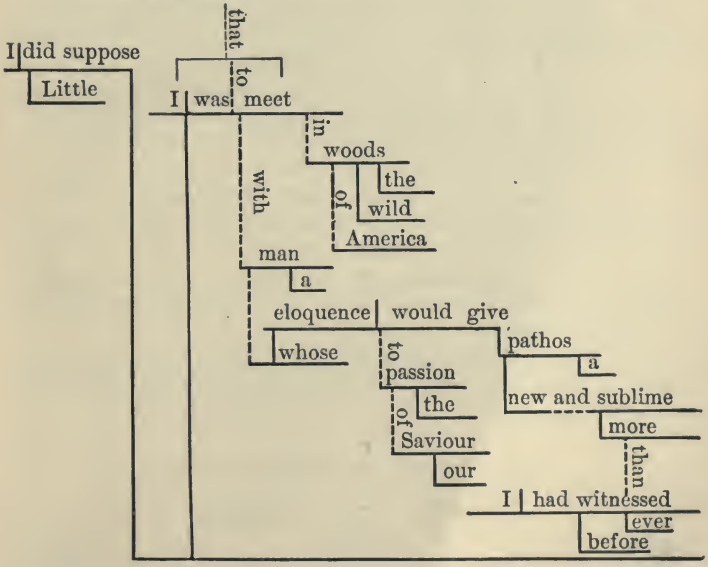


73. I sometimes fancy that I enjoy plowing and mowing more when other people are engaged in them than if I *were* working myself.



Than if is used as one conjunction. *Were* is in the subjunctive mode.

74. Little did I suppose that in the wild woods of America I was to meet with a man whose eloquence would give to the passion of our Saviour a new and more sublime pathos than I had ever before witnessed.



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